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ABSTRACT

This resource guide contains ideas and information needed to plan, develop, and initiate arts programs which respond to the needs of troubled youth. The authors believe that learning through the arts--making art, knowing artists, and experiencing life as an artist--can have tremendous effect when applied to the needs of troubled youth. When young people's creativity is encouraged and when their ideas and feelings are validated through works of art they begin to recognize their own strength and potential. The guide is comprised of six chapters. Chapter I provides descriptions of arts programs which serve troubled youth. Chapter II contains information on resources and financial support for the arts and arts education available through federal agencies. In addition to providing direct funding for arts programs, federal agencies can also offer support in other ways. For example, many agencies can place volunteers in a school or program to assist with the development of arts programs. Also, many of the agencies have a wealth of free or low-cost resources such as publications, films, and graphics which can be used by teachers to supplement project activities. In addition to support for the arts at the federal level, a number of agencies, committees, and organizations in every state also support local arts efforts. A directory of these agencies with brief descriptions of the potential help they can offer is provided in Chapter III. A list of organizations and publications with information on potential assistance from private sources is available in Chapter IV. Chapter V is an annotated description of major national arts organizations and the services they provide. The final chapter is a selective, annotated guide to acquiring publications, films, and graphics not distributed by any of the agencies or organizations described in earlier chapters. (Author/RM)

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Troubled Youth and the Arts: A Resource Guide

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What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Of crust and sugar over—
Like a syrupy sweet?

Maybe it just sags
Like a heavy load.

Or does it explode?

Langston Hughes

Author's Note

In this publication, I use the term *"troubled youth"* to refer to the young people whose lives are depicted in the following statistics.

On any given day in 1977, 46,000 children and youth were imprisoned for acts ranging from misbehavior to murder. The average age of all children in custody during 1977 was 15 years and 3 months.[1]

In 1978, young people under eighteen years of age accounted for twenty-three percent of all arrests. Boys were arrested three times more frequently than girls, and they were arrested primarily for crimes against property—larceny-theft, burglary, and vandalism. After property crimes, boys were most frequently arrested for vagrancy and drug abuse. Girls were most commonly arrested for larceny-theft, violation of liquor laws, drug abuse, and running away.

While young people under eighteen years of age accounted for twenty-one percent of all arrests for violent crimes (murder, rape, robbery, and aggravated assault), young people fifteen years of age and younger accounted for only six percent of those arrests.[2]

In 1975, 1,406,077 children and youth were brought before juvenile courts nationwide. Of those, 355,605 were referred by their parents or schools for committing status offenses or "children's crimes"—that is, acts for which adults could not be arrested or held accountable: "acting out," incorrigibility, promiscuity, running away, and the like.[3]

An estimated one to two million young people ran away from home in 1978. Forty-two thousand of them were served by federally supported runaway programs. Reasons for running vary from family conflict to abuse and neglect. Thirty to forty percent of all reported child abuse cases involve adolescents, aged 10-18.[4] Although the federal government will not permit the collection of such "sensitive data," youth counselors contend that among young women who run away, the reported incidence of incest and child sexual abuse is high.

Teenage pregnancies are on the rise nationally. Pregnant young women who run away from home, or who are in trouble with the law for other reasons, are particularly vulnerable; very few programs and support services are available to assist them. No national statistics are available which reveal the number of youth who are pregnant at the time they run away or are referred to juvenile courts, but being sexually active or pregnant are frequently the reasons parents petition courts for action against their daughters. Often, due to a lack of alternative programs, pregnant young women remain in institutions or detention centers because their parents will not allow them to return home.[5] Each year, more than one million teenagers between 15 and 19 years of age and another 30,000 young women under 15 become pregnant. Two-thirds of those pregnancies are unintended. A fourth of all teenage women who become pregnant will get married, but three out of five of those marriages will end in divorce within six years. Mothers who become pregnant as teenagers are more likely to support their families through public assistance programs and are less likely to find work or receive job preparation or training.[6]

As a result of serious difficulties in obtaining the training and education needed to obtain a job, young people who have passed through the juvenile justice system face particular employment barriers. Again, no statistics are available which directly link youth unemployment to youth in trouble with the law, but the unemployment rate for all youth is three to four times greater than for adults.[7]

An estimated two million children do not attend school each year. Poor children with no money to pay for books, fees and supplies, and children with language barriers are those who are least likely to go to school.[8] At least one million children and youth are suspended from schools each year for reasons which range from fighting or having a "bad attitude" to being pregnant or disabled. An overwhelming majority of all school suspensions result from non-dangerous offenses. The reason for nearly twenty-five percent of all school suspensions nationwide is truancy.[9]

Although the average age of young people in trouble with the law is fifteen years, most of them are reading at the fifth grade level and are thus functionally illiterate. They cannot complete a job application or read labels on clothing, food packages, or prescription medicine. They cannot read most magazines, newspapers, telephone books, standard leases, or any of the other printed material essential for survival in a literate society.

Those are the cold statistics. Statistics, however, do not reflect feelings.

Poetry and statements which reveal the emotions, sentiments, and spirit of these young people can be found throughout this publication. They speak for themselves.

Catherine Pierce
November 1979

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5. American Bar Association, *Little Sisters and the Law* (Washington, 1977).
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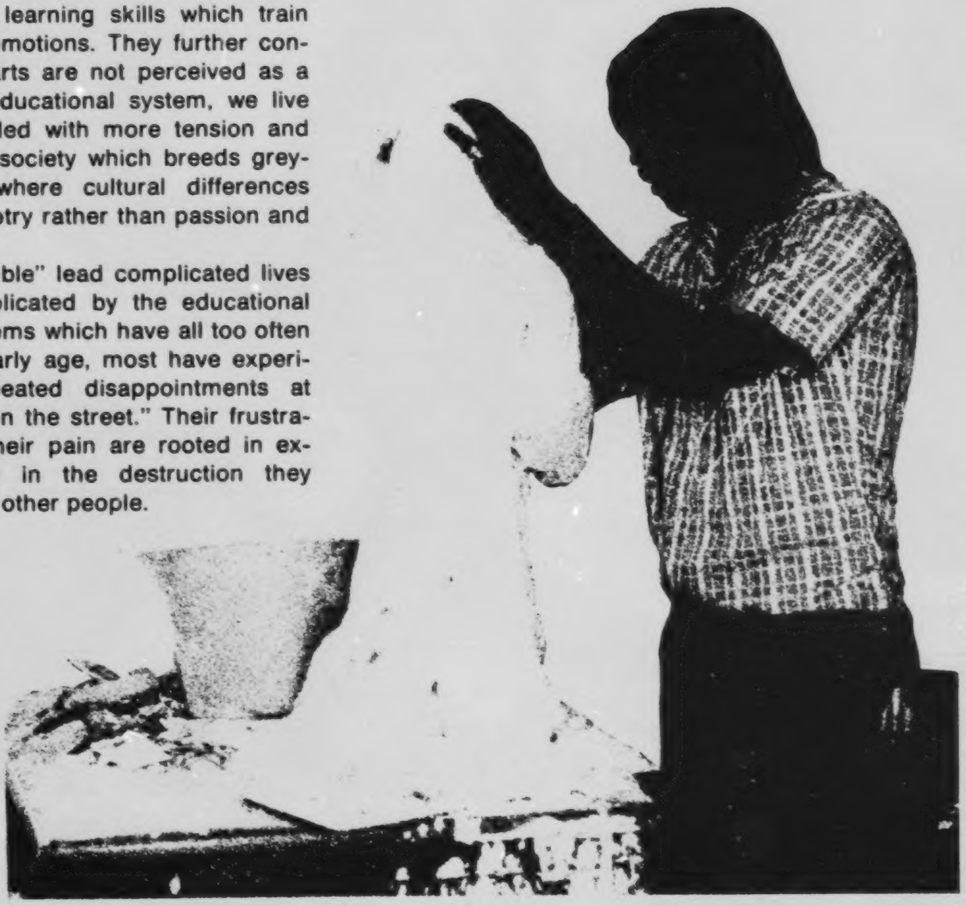
In 1977, Project READ, a national literacy program for young people in the juvenile justice system, expanded its efforts to include an examination of the possible role of the arts in delinquency prevention. We viewed learning through the arts as having special potential for troubled youth, largely for the reasons articulated by a group of artists and educators commissioned to study the significance of the arts for American education. In a recent report of their findings (The Arts, Education and Americans Panel, *Coming to Our Senses: The Significance of the Arts for American Education*, New York: McGraw Hill Book Company, 1977), the panelists suggest that the arts are basic to individual development, and that the concept of literacy should be expanded to include fundamental learning skills which train the senses and enrich emotions. They further contend that because the arts are not perceived as a legitimate part of our educational system, we live in a society which is filled with more tension and pain than necessary—a society which breeds greyness, and a society where cultural differences foster suspicion and bigotry rather than passion and celebration.

Introduction

Young people "in trouble" lead complicated lives which are further complicated by the educational and juvenile justice systems which have all too often failed them. From an early age, most have experienced abuse and repeated disappointments at home, at school, and "on the street." Their frustration, their anger, and their pain are rooted in experiences which result in the destruction they inflict on themselves and other people.



> *. . . the arts, properly taught, are basic to individual development since they more than any other subject awaken the senses —the learning pores. We endorse a curriculum which puts 'basics' first, because the arts are basic . . . and we suggest not that reading be replaced by art but that the concept of literacy be expanded beyond word skills.*
>
> from COMING TO OUR SENSES:
> THE SIGNIFICANCE OF THE ARTS
> FOR AMERICAN EDUCATION

Yet beneath all of that is a youthful, creative energy that must be recognized, directed, and encouraged. Learning through the arts—making art, knowing artists, and experiencing life as an artist—can have tremendous effect when applied to the needs of troubled youth. When their creativity is encouraged and when their ideas and feelings are validated—through a poem, a song, a painting, or any other work of art—young people begin to recognize their own strength and potential. As artists, they discover they are capable of making creative, courageous decisions which can affect their lives. They become motivated to learn, and they appreciate the need for discipline in their lives—not because discipline has been equated with punishment, but because they recognize it as essential to perfecting a desired skill. Through the pride they take in their work, they realize their own worth.

For years, prison arts programs for adults have received praise and support, but similar program commitments have not been made to youth. The Juvenile Justice and Delinquency Prevention Act of 1974 authorized the Law Enforcement Assistance Administration's Office of Juvenile Justice and Delinquency Prevention to consider "the possible ameliorating roles of recreation and the arts" in planning for future delinquency prevention programs, and it stressed that "new approaches, techniques and methods" should be developed to prevent future delinquency.

In the past eighteen months, we have discovered some exciting programs which have already successfully applied the arts to the needs of troubled youth. They are not plentiful, but similar efforts can and should be attempted. These programs work because they reflect a strong personal commitment to young people by teachers, administrators, others who work with troubled youth, and particularly by artists.

We do not suggest that the arts are the panacea for all of the problems which trouble young people, but we do think that the arts are basic to individual development, and that experiencing life as an artist can give dignity and integrity to young lives filled with anger and despair. We believe that recognizing and directing the inherent creativity in all young people is essential, and we call upon people who work with troubled youth to form alliances with artists to develop innovative programs which respond to this need.

This publication is intended to provide ideas and information needed to plan, develop, and initiate arts programs which respond to the needs of troubled youth. The information included is plentiful, but useless unless applied in creative, resourceful ways.

Chapter I, Programs, provides descriptions of arts programs which serve, or potentially serve, troubled youth. These program descriptions can provide you with ideas for what might be done in your own community or within an existing program you are currently affiliated with.

How To Use This Guide

Once you have given some thought to developing a program, **Chapter II, Federal Assistance,** can provide you with information on resources and

financial support for the arts and arts education available through federal agencies. A careful study of this chapter could prove very beneficial. Some agencies can potentially place personnel or volunteers in your school or program to assist with the development of arts programs and teachers interested in acquiring low-cost materials to supplement project activities. You will also find that the federal government is a wealthy resource for items ranging from furniture to old photographs. Descriptions of seventeen federal agencies and the arts related programs they support are included.

In addition to support for the arts at the federal level, there exist a number of agencies, committees, and organizations in every state which also support local arts efforts. A directory of those agencies with brief descriptions of the potential help they can offer is provided in **Chapter III, State and Local Assistance.**

Numerous foundations and private agencies provide financial support for the arts. A list of organizations and publications with information on potential assistance from private sources is available in **Chapter IV, Private Support.**

Although they do not ordinarily tend to be sources for financial assistance, many national arts organizations can be of assistance to local arts projects by way of resources and information provided in their publications. An annotated description of major national arts organizations and the services they provide is the basis for **Chapter V, National Organizations.**

Chapter VI, Additional Resources, is a select, annotated guide to acquiring publications, films, and graphics not distributed by any of the agencies or organizations described in earlier chapters.

The **Appendix** lists addresses of local and regional offices affiliated with federal agencies described in Chapter II, *Federal Assistance.*

The **Index to Resources** cites and indexes all publications, films, and graphics listed throughout the publication.

The arts programs in this chapter assist, or have the potential to assist, troubled youth. They differ greatly in their approach and represent several arts disciplines—theater, dance, music, writing, and the visual arts. They represent the efforts of young people, artists, educators, youth workers, and administrators, and they operate in a variety of settings—community based youth programs, art centers, detention centers, and institutions. Some are ongoing efforts. Others represent past efforts. Some are more developed than others but they all reflect a strong, personal commitment to young people. They are excellent examples of what can be done elsewhere.

1. Programs

Creative Rapid Learning Center; from performance of Three Generations: Dances of Life

Photograph by Don Mathews

Ask, what kind of world do you want to live in? What are you good at and want to work at to build that world? What do you need to know? Demand that your teachers teach you that.

Prince Kropotkin, *A Letter to the Young*
from a descriptive brochure of the Creative Rapid Learning Center

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Creative Rapid Learning Center

Creative Rapid Learning Center (CRLC) is a community based education program for troubled youth aged eleven to eighteen in Austin, Texas. The Center is operated by the American Institute on Learning Differences and Juvenile Behavior, a local agency sponsored by the Texas YM/YWCA and the Laguna Gloria Art Museum. It provides individualized full-time daily services to participants. The program curriculum is based on the arts with additional emphasis on literacy and basic math skills. Classes and workshops offered include dance, theater, poetry, photography, carpentry, auto mechanics, gardening, visual arts, pottery, music, nutrition, basic computer training, and alternative energy technologies. Basic survival skills, such as how to apply for a job or file an income tax return, are also stressed as part of an "Adult Proficiency Level" program which enables participants to obtain a high school diploma. Through Project READ, CRLC employs a paperback book program which makes high interest, self-selected, and uncensored reading material available to all students.

CRLC is housed in a seventy-five year old two-story home which students helped to renovate. Future plans include the development of a residential facility for participants without homes and for those who are referred from halfway houses or detention centers. Since opening in 1978, CRLC has served over six hundred dropout and delinquent youth in the Austin area. And despite their past histories of truancy, seventy-five percent of CRLC participants have a perfect attendance record. In several instances, reading levels, as measured by standardized tests, have increased three grade levels in six months.

In addition to services offered at the Center, CRLC also has a community outreach component which conducts arts and movement workshops at local detention centers, halfway houses, and community centers. As a direct result of those efforts, in May of 1979 CRLC produced a performance piece entitled *Three Generations: Dances of Life*. The performance, which was also translated into American sign language and Spanish, brought together young people from CRLC and Girlstown, USA (a private institution for young women in trouble), older men and women from a local community center, and members of the CRLC staff "to explore the dreams, visions, and memories of people at different phases of life . . ." Accordingly, *Three Generations* was "about people who are alienated from the social mainstream, institutionalized, but who have something important to say to each other and to the public." It was about giving those people "a space and a voice with which to say it," and it was "about taking the time to listen."

Recently, in June of 1979 the American Institute on Learning Differences and Juvenile Behavior received a two-year grant from the National Endowment for the Humanities to conduct a project entitled *Different Drummers* with youth from CRLC. Through *Different Drummers* CRLC students will produce and distribute "video biographies" about "creative divergent history makers." The biographies will focus on past history makers like Einstein and Edison, who were once considered to be "learning disabled," and on similar contemporary history makers.

The Creative Rapid Learning Center has recently been named a state and national model program by the Texas Interagency Collaboration Committee for Services to Children and Youth and the National YMCA Juvenile Justice Division. The American Institute for Learning Differences and Juvenile Behavior has received support for CRLC from a CETA grant, the City of Austin, the Travis County Commissioners Court, the Texas Commission on the Arts, and the National Endowment for the Humanities, and from the private sector.

For further information, contact:

Richard Halpin, Program Director
The American Institute for Learning Differences and Juvenile Behavior
2330 Guadalupe
Austin, Texas 78705
(512) 472-8220

Family Life Theatre *Photograph by Janet P. Levitt*

Family Life Theatre *Photograph by Janet P. Levitt*

Family Life Theatre

Family Life Theatre is a teenage improvisational theater company and a unique educational outreach program created by Dr. Maria Boria and Mr. Edward Welch of the Family Life Division of the New York Medical College. The program, which is now six years old, was initiated as an experiment to actively involve teenagers in the pursuit of personal health. This included providing them with information about personal growth, sexuality, contraception, and human relationships. Since its founding, the program has emerged as an innovative and effective way for young people, parents, educators, and youth workers to consider, challenge, and appreciate contemporary adolescent life experiences.

The goals of the program are:

- to give teenagers the opportunity to actively explore "teen life" and related issues;
- to create a personal and group statement about teen issues that could be shared with a larger audience of parents, professionals, and other young people;
- to give young people an opportunity to develop personal skills of communication and leadership qualities which will enable them to share information and make informed, responsible choices;
- to present and explore in an open forum the emotions and feelings that young people have about issues affecting their lives; and
- to give young people an opportunity to better understand personal relationships and commitments through working together in a group.

Young people interested in joining one of Family Life Theatre's companies are interviewed and selected based on their interest in the program and on their willingness to work.

Upon selection, participants receive ten weeks of training during which they learn techniques in improvisation, receive information on the issues they will be addressing, do story telling, writing, create fictional characters, and create theater pieces. Throughout the training period emphasis is placed on building a trusting and sharing working relationship.

Performances for the company are then scheduled for schools, community centers, or wherever there is an interested audience. The pieces presented at each performance are based on dramatic situations chosen by company members and reflect issues which concern them and other young people—issues like whether or not to have sex, whether or not to take drugs, alcoholism, being gay, or family related problems. The basic structure of each piece is preconceived, but no two performances are ever alike. At the end of each performance there is a discussion period initiated by questions or comments from the audience based on the piece just presented.

To date, Family Life Theatre has trained three hundred young people and has performed before thousands of teens and adults in the states of New York, Michigan, Georgia, New Jersey, and in the District of Columbia. Plans for a tour of the Southern United States are currently in the making.

Due to its tremendous success in opening up channels of communication between young people, parents, educators, health providers, and others and as a result of interest nationwide, Family Life Theatre has developed a series of training programs which include field training and internships. Also, similar affiliate programs have been, or are now being, developed by institutions serving youth and other social service agencies in several other states.

For further information on Family Life Theatre, contact:

Anthony Vargas
Assistant Director for Program Development
Family Life Division
Department of Obstetrics and Gynecology
New York Medical College, Room 417
1901 First Avenue
New York, New York 10029
(212) 360-6606

Fox Watson and students

Photograph by Bill Naylor

Fox Watson and the Juvenile Evaluation Center

The arts program at the Juvenile Evaluation Center (JEC), a coeducational, state-run institution in Swannanoa, North Carolina, is extraordinary. It was developed by a single artist/musician, Fox Watson, and it has blossomed due to his dedicated efforts and the unusually strong support he has received from the institution's administrator, Dan Padgett.

The Juvenile Evaluation Center is a minimum security institution for adjudicated youth. It has capacity for 210 young people and about forty-five to fifty students participate in the arts program.

Watson first came to the institution as an artist-in-residence in January, 1976. He offered students music instruction which included individual and group lessons in guitar, violin, banjo, and other stringed instruments. He also started teaching students how to make their own musical instruments, and he organized a traditional southern clogging team.

As time passed, he expanded his efforts to include several other arts projects and now, three years later, he directs a truly unique and diverse program. He works with students in a building converted from an institutional "cottage" (or dormitory) to an open, comfortable, spacious, bright work space. Musical instruments fill one side of the main work room. Books, records, and other learning materials are plentiful and readily available to students. In the back of the room is a self-contained shop with woodworking tools and other equipment used for construction of instruments and project materials.

Watson continues to offer music instruction and he has purchased most of the instruments and equipment he uses for teaching from money he has made as a musician. Students have also constructed a number of the instruments used in the program. They have built an Aeolian wind harp, a Scottish shepard's harp, four Appalachian dulcimers, and four wooden tongue drums.

The clogging team now tours statewide, performing for various community groups and organizations. A band, comprised of Watson on the banjo and JEC students and staff on guitar and bass, provide back-up music. Watson receives assistance with the team from a friend and dancer who devotes her time teaching clogging steps and accompanying the team to performances. Youth are given partial responsibility for coaching the team and caring for costumes and equipment. Because the youth at the institution come and go, new teams need to be organized every two to three months. Nevertheless, at the 48th Annual Mountain Youth Dance Festival in Asheville, North Carolina, the JEC clogging team received special mention for their performance.

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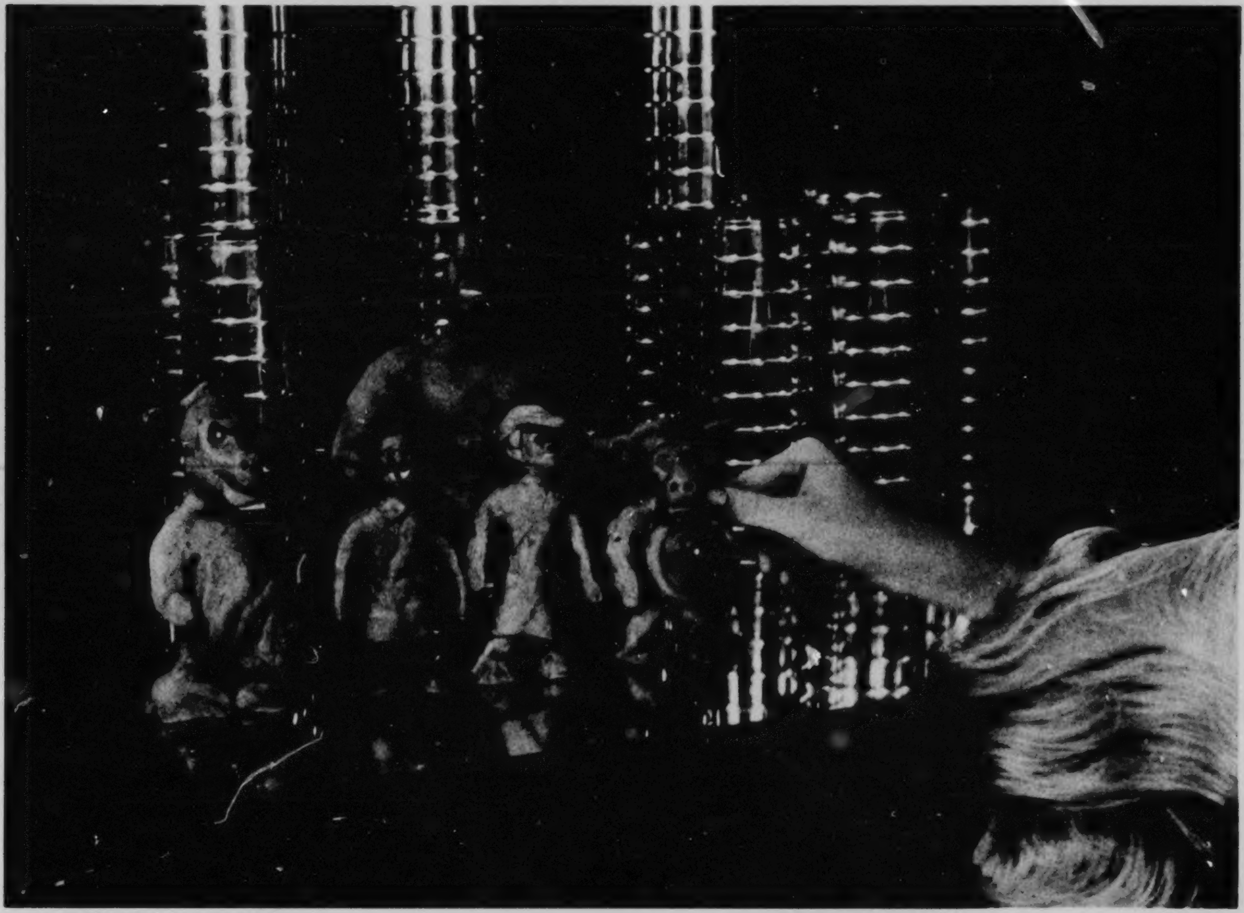
i am like a dollar bill
People spend me, trade me, use me,
then throw me away.

I am like numbers of the universe
A very beautiful beginning and never an
end.

I am a great wave breaking with new
ideas . . .
Sometimes I am like a leaking faucet . . .
Waiting for someone to turn me off

When you look at me
Try not to look at my thorns
But at the beautiful roses that dwell
in me.

Mark
Juvenile Evaluation Center
Swannanoa, North Carolina



Filming "Delinquents in Space"

Photograph by Bill Naylor

Fox Watson with photograph of Viking Haärdanger
Photograph by Bill Naylor

The special projects Watson has initiated at the institution have frequently involved artists he has invited there from all over the country. Recent efforts included:

- Creative writing workshops for teachers and students conducted by writer/educator Herb Kohl;
- Preparation of a fifteen-minute street language version of *Taming of the Shrew* for which students designed elaborate gauze masks;
- Creation of a ten-minute animated film, "Delinquents in Space." The film, which utilized voice-over techniques and was accompanied by a musical soundtrack, was directed by Watson and a Marvel Comics artist. Students conceived the idea for the film which was about running from the institution only to be carried off by a space ship to the planet Zardoz. Photographs from NASA's Viking Project and Jet Propulsion Laboratory provided the backdrop for the film, and animated characters were constructed from clay and costume jewelry.

A student project Watson has already planned for the future is the construction of a twenty-two foot Viking Haärdanger with a dragon carved bow sprit and squaresail. The boat has been designed by a renowned shipbuilder who has prepared maritime exhibitions for the Smithsonian and other museums nationwide.

What makes Watson's program most extraordinary is that despite limited funding to support his projects, he has managed to keep the program alive. He and other local artists have made tremendous personal contributions to the program. Local physicians interested in his activities have also provided support.

Watson's residency was initially supported by the North Carolina Arts Council's Third Century Artists Program—a program which placed CETA eligible visual and performing artists in communities across the state. His position is now entirely supported by the North Carolina Department of Human Resources.

For further information, contact:

Fox Watson
Juvenile Evaluation Center
Swannanoa, North Carolina 28778
(704) 686-5411

Environmental Jewelry Making

G.A.M.E., Inc.

G.A.M.E.

G.A.M.E. (Growth through Art and Museum Experience) is an exciting cultural resource center for children and youth. It operates out of a renovated city owned courthouse on Manhattan's West Side, one of the most culturally diverse communities in New York City. The Center actively engages youth in creating their own art and connects their own works of art to those found in local museums.

The Center is divided into several small activity centers—self-contained units equipped with tools, books, materials, work space, storage, and exhibit space. The activity centers are designed for weaving, printing, clay works, design, and photography.

Responding to school related problems—language barriers, racial tension, and cultural isolation—experienced by minority youth in the neighboring community, G.A.M.E. developed a "delinquency prevention program" for young people identified as potential school dropouts. The program serves 144 male and female children and youth ages seven to fourteen from two elementary schools and two junior high schools. Students participate in the program for a twelve-week trimester, and come to the G.A.M.E. center instead of school two days a week.

For one-half of *each* day, they take part in small-group training workshops conducted by artist/educators. Workshops are intended to develop skills and competencies in various communication areas —language, poetry and writing, filmmaking, the media, and graphic arts. Another half-day is devoted to visiting museums, galleries, artist studios, printing facilities, graphic arts and media offices and to meetings with on-the-job artists skilled and trained in specific areas.

The additional half-day is devoted to training participants as teacher aides. Working alongside professional artist/educators, they learn to strengthen their skills and abilities and demonstrate their knowledge to themselves and their peers.

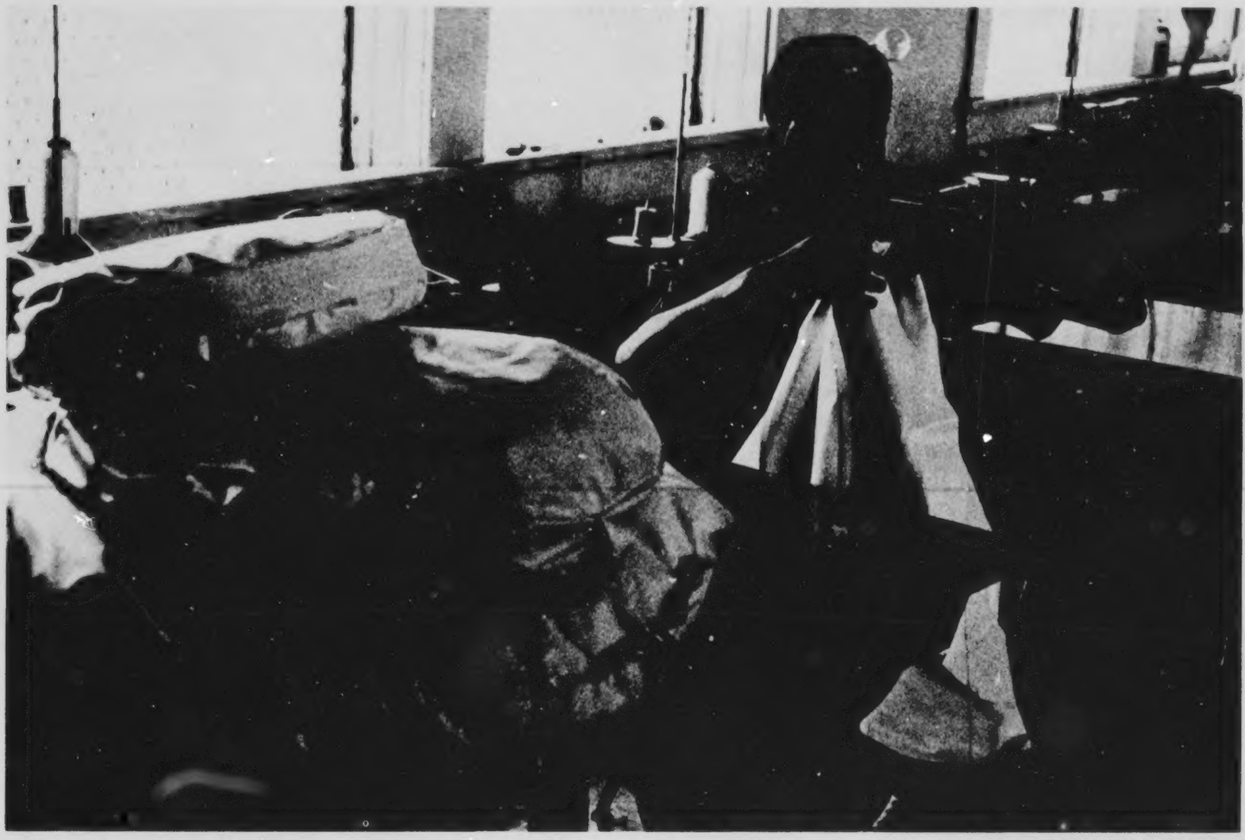
On the remaining days of each week, students attend their own schools but a respresentative from G.A.M.E. works closely with their classroom teachers to design and coordinate activities that will integrate classroom studies and the communication studies they participate in at G.A.M.E. Students trained through the G.A.M.E. program are eligible to become apprentice instructors in an after school program for younger children.

The staff at G.A.M.E. believes that their program increases reading and academic abilities, encourages students to learn more through their own school programs, increases cultural and artistic awareness, and helps young people develop a positive image of themselves, giving them the courage to pursue a fuller life both personally and vocationally.

The delinquency prevention program is funded by the New York Division for Youth.

For further information, contact:

Betty Korman, Director
Ann Chase, Coordinator; Delinquency Prevention Program
G.A.M.E.
314 West 54th Street
New York, New York 10019
(212) 765-5904



Constructing soft sculptures at the Gatesville State School for Boys *Photograph by Ricardo Hernandez*

Soft "hamburger" sculpture *Photograph by Ricardo Hernandez*

Gatesville State School for Boys

From March 1, 1977 to June 30, 1977, Ricardo Hernandez, a sculptor and visual artist affiliated with the Artists-in-Schools Program, worked at the Gatesville State School for Boys, a state training school which has since been shut down. During that period of time, he worked with 120 young men on many different projects which were intended to help them to improve their immediate environment and to encourage them as artists to reassess their own values.

For most of the students at Gatesville, the only available element of privacy was a small box in which they were allowed to keep personal belongings. During the artist's residency, many young men built new boxes and decorated them with mosaic. Two others built acoustic guitars with turquoise inlay. In the upholstery shop, others made giant hamburger and hot dog sculptures which were later used in the dormitories. Thirty students designed and built a set of outdoor chimes. Other students developed and produced a half-hour, three camera video production they entitled *Entozoic, or the Passion of the Crimative Mind.*

Hernandez feels that his residency in a prison/school environment was the most intense working experience of his entire student and professional career. This particular group of young people was also one of the most disciplined he ever worked with, and his hope is that they have taken that experience and applied it to their own lives. He has maintained contact with a number of the young men he knew at Gatesville, and while they have stayed out of trouble, they have not been able to satisfy their continued interest in the arts due to a lack of programs and opportunities in their home communities.

The program was supported by the Texas Commission on the Arts and Humanities and by the National Endowment for the Arts.

For further information on the Gatesville experience, contact:

Ricardo Hernandez
c/o Artists-in-Schools Program
P.O. Box 13406
Capitol Station
Austin, Texas 78711
(512) 475-6593

Ricardo Hernandez (far right) and students from Gatesville State School for Boys
Photograph by Ricardo Hernandez

> *My initial ideas of grandeur had included the building of a time capsule that would be buried and then retrieved ten years later by the participants. The value of this project was summed up by an individual who was to become one of my best students when he asked, "Do you really think we'll want to come back here in ten years?"*
>
> Ricardo Hernandez
> Artists-in-Schools Project
> Texas Commission for the Arts
> and Humanities

Girls Club of Omaha Dance Troupe

SOURCE OF BEAUTY

You are a rare source of beauty
Hallucination of heaven
Cleopatra in dungarees
Momma's lost wedding ring
An overflowing pond
The note Louis Armstrong
Could not blow
The watery eye
Which did not cry
You are a rare source of beauty!

Harrison
from INNER VISIONS
Sugar Loaf Union Free School
Chester, New York

Girls Clubs of Omaha Dance Troupe

To meet the growing needs of young women in Omaha, the Girls Club of Omaha was organized in 1975. It is an affiliate of the Girls Clubs of America and can boast some of the most progressive programs for young women in the country. This past year, a dance project was initiated through the efforts of Girls Club staff and a student from the University of Omaha who had extensive dance experience. For six months, she worked 30 hours a week and conducted dance workshops which prepared participants for performances before many community organizations and audiences—including one before thousands of Omaha residents on "Superart Day," an annual event sponsored by the city's Joslyn Art Museum.

The community response to the project was so positive that the Omaha Dundee Kiwanis Club has given the Girls Club a small grant to continue arts projects during the coming year. The initial dance project was supported indirectly by a grant to the Girls Club of America from LEAA's Office of Juvenile Justice and Delinquency Prevention. The Junior League of Omaha provided leotards for every member of the troupe.

For further information, contact:

Mary Heng
Girls Club of Omaha
3706 Lake Street
Omaha, Nebraska 68111
(402) 457-4676

THE STUDIO

Huge, painted, disoriented
The beating of drums
The empty piano
The tambourine
I was a part of it all
I saw no size
I saw others
But they flashed not in my mind
Because I was gone
I was a part of it.

B.
Girlstown, U.S.A.
Austin, Texas

Photograph by Tim Gleason

The Harbor for Young Men and Women

The Harbor for Young Men and Women is an agency which provides a number of educational and social services to children, adolescents, and young adults in East Harlem. Since the agency was founded in 1937, it has developed a number of delinquency prevention programs including an alcohol and drug abuse prevention program, a model school age day care center for children 6-13, a Career Assistance Program for ex-offenders, a Community Reading Academy, a Performing Arts Complex, and an alternative Junior High School for Performing Arts.

The Performing Arts Complex

The Performing Arts Complex offers comprehensive programs in dance, theater, and music. The *Harbor Complex Dance Center* offers classes for children five years and older. Classes for young children focus on basic movement, exercise, and rhythm with some basic instruction in ballet and African dance. Older children may receive professional instruction in ballet, modern dance, jazz, tap, and African dance. Opportunities for advanced students include master-classes taught by outside professionals, a scholarship program with the Alvin Ailey American Dance Center, and a student-teacher program which trains students in the techniques of teaching dance.

The *Theater Arts Division* offers opportunities to learn about all aspects of the theater—from the fundamentals of acting to the technical aspects of theater. Technical skills are not taught in classes but rather in "on the job training" situations where students work with volunteer Broadway professionals in preparation for center productions.

The *Music Program* is unique in that it offers intensive instruction in Latin and jazz styles together with classical training. Classes are designed to assist young musicians from beginner to college level preparation regardless of their expertise.

Whenever possible, performing opportunities are arranged for all students. Future plans include the establishment of apprenticeships and work/study positions, especially for music students.

The Junior High School for the Performing Arts

The Harbor Junior High School for the Performing Arts has the capacity for 150 students and offers both academic and performing arts classes. The school staff is composed of eight educators and seven performing artists. Enrollment at the school is open to all New York City school districts for students in the seventh, eighth, and ninth grades who would otherwise not have access to professional training in the performing arts.

Performing arts classes are not viewed as expedients but as a means of teaching and reinforcing basic academic skills. According to staff, the performing arts have "helped our young people become increasingly poised, assured, and self-reliant. They are better equipped to face new challenges, and independently they have begun to expand their aspirations . . ."

The Harbor's performing arts programs are funded in part by the National Endowment for the Arts, the New York State Council on the Arts, the SURDNA Foundation, the John Noble Foundation, the J. M. Kaplan Foundation, The Agency for Child Development, and the Music Performance Trust Fund.

For further information on the Harbor and its performing arts programs, contact:

Richard L. Williams, Executive Director
Sandra Owen, Performing Arts Director
The Harbor for Young Men and Women
19 East 94th Street
New York, New York 10028
(212) 427-2244 (Main Office)
(212) 534-2800 (Performing Arts Complex)

Jazz Workshop

International Art of Jazz, Inc.

International Art of Jazz, Inc.

International Art of Jazz, Inc.

Through an Arts-in-Education project entitled "Delinquency Deterrence via Jazz America's Music," International Art of Jazz, Inc. (IAJ), a non-profit organization committed to the preservation of jazz, has developed a series of performance/demonstrations for youth in schools located in the counties of Nassau and Suffolk in New York State. An ensemble of six professional jazz artists present a five-day program which explores jazz eras and styles as well as the two essential elements of jazz—rhythm and improvisation. The program also features the work of various jazz composers and performers with emphasis placed on the origins of their music and its multi-ethnic influence. The program is divided into three components: performance/demonstrations for the entire school; artist-student forums; and music workshops.

Each school day begins with one or two sixty-minute performance/demonstrations which all students attend. One such demonstration, entitled "A Jazz Sampler," demonstrates the diversity of the art of jazz and the versatility of the jazz artist. That particular program opens with a traditional New Orleans funeral piece with a hymn as the processional and a Dixieland number as the recessional. That is followed by a Ragtime composition, a medley from the Big Band era, an improvisation based on traditional jazz melodies, a jazz/rock composition, a blues segment, a tribute to Ellington, and an exploration of the influence of Latin rhythms on jazz. The performance ends with a gospel piece.

Following the performance/demonstrations, the musicians break up and meet with students in informal classroom settings. Discussions explore not only what it means to be an artist but also how music and art develop and relate to values, attitudes, and emotions. Discussion of the music presented earlier is also related to the political, social, and economic structure of America and to the experiences of minority groups during particular periods of American history.

Finally, the musicians conduct instrumental and choral workshops with interested students. They may work with a school band or chorus, or they may work with less experienced students teaching improvisational techniques.

In addition to the in-school program for youth in Nassau county, IAJ also sponsored a series of 15 workshops held on Saturdays at a local high school. The workshops culminated in a youth performance entitled RAZZAMAJAZZ—A Dance/Vocal/Instrumental/Jazz Recital.

International Art of Jazz also has an Artist-in-Residence program where one or more artists will spend from as little as one week to an entire school year in one school. They also sponsor concerts and workshops for youth which are offered outside of traditional school settings.

As a supplement to all of their education programs, IAJ publishes a newsletter, *Full Swing*, and has developed a *Teacher's Guide*, a teaching supplement to the IAJ Arts-in-Education program. It contains an outlined history of jazz, reading and listening lists, and sample illustrative dialogues for classroom discussions.

The International Art of Jazz educational programs are funded in part by the New York Division for Youth, the National Endowment for the Arts, the New York State Council on the Arts, and the Nassau County Office of Cultural Development.

For further information, contact:

Ann H. Sneed
International Art of Jazz, Inc.
5 Saywood Lane
Stony Brook, New York 11790
(516) 246-6125

Rebecca Rice, Assistant Director and Robert Alexander, Director of the Living Stage

Photograph by Tess Steinkolk

Art is an attitude, a way of looking at life and yourself. Trust your own creativity. To be creative, what is that? It means to get deeply in touch with your guts, your soul, your sensory life . . . to be affected by everything so that it moves you.

Robert Alexander, Director
The Living Stage; Arena Stage
Washington, D.C.

Living Stage

Living Stage is a small multi-racial improvisational theater company affiliated with the Arena Stage in Washington, D.C. The company, now 14 years in existence, does performances and workshops for people of all ages and is particularly committed to working with men and women in prison, young people in trouble, people in nursing homes, and children who are hearing impaired and physically disabled.

Through the art of theater Living Stage works to make people aware of their own creativity. There is never a written script for a Living Stage performance/workshop. Activitives come to life from the emotions and thoughts of the actors and audience. The tools of each performance are a combination of music, dance, songs, movement, acting, and poetry.

The company performs in a variety of locations—including prisons, jails, schools, community centers, churches, and playgrounds. They arrive with a colorful set, props, and costumes. While the company sets up they begin a musical jam with an electric piano, Congo drum, and percussion instruments.

As the audience enters, they join the jam which gradually transforms into a large vocal and verbal improvisation with everyone participating. During each performance/workshop, several exercises (requiring both physical and emotional investments) are introduced which serve to "warm-up" the actors and audience alike. The exercises evolve into dramatic pieces or scenes which are presented as short plays—but there is no script. The environment, characters, and the action are created from the imagination of the workshop participants.

In addition to conducting performance/workshops, Living Stage has done a number of special performances which reflect the company's committment to needed social and political change.

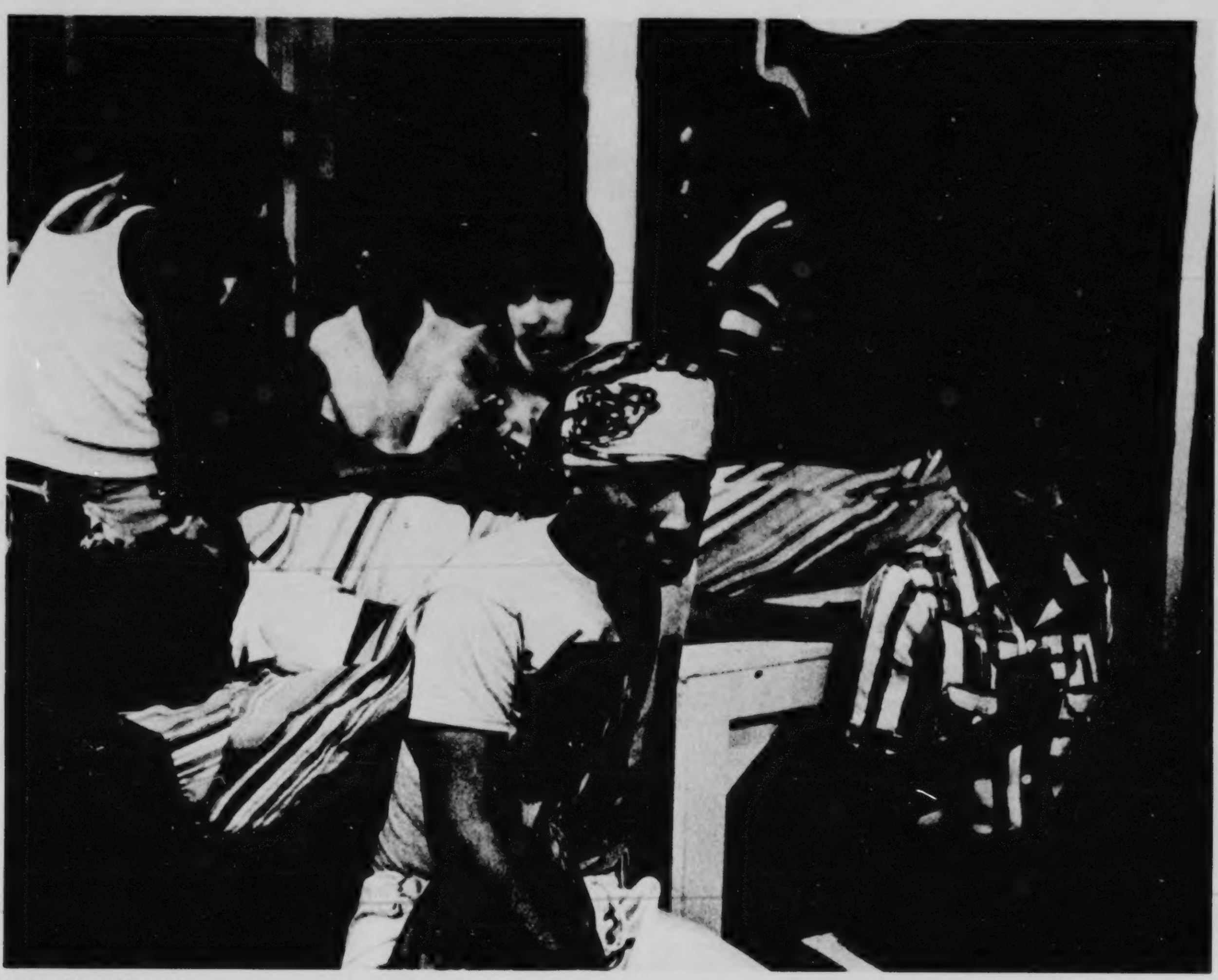
In particular, they have been involved in a number of endeavors which have sought to make the public more aware of the plight of young people in trouble with the law. In 1977, using the techniques of improvisation, along with poems written by incarcerated children and songs written by company members, Living Stage prepared a piece, "Faces of Facism" based on Kenneth Wooden's book *Weeping in the Playtime of Others: Americas Incarcerated Children* (McGraw Hill, 1976). The piece was performed for a number of audiences including young people from local runaway and youth programs.

The improvised play portrays a young woman labelled "hyperactive" and "beyond control." Her parents continually fight with her and with one another. She is poor, inarticulate, and eventually is

THE TORTURE OF CHILDREN

Many of us don't know there are children
in prison
Do you know they are locked up for their
youth?
Our justice system has become
sheer torture for the very young.
We must unmask and recognize the truth.
We are turning them into zombies
Pumping them full of dope
Smashing their dreams
Killing their love
Putting fear where there once was hope.

by Jennifer Nelson
from "Faces of Facism"
1977
The Living Stage; Arena Stage
Washington, D.C.



Living Stage Workshop

Photograph by Tess Steinkolk

When this world starts to stick it to you,
Here are some rules to see you through.
Number one, listen to your heart.
Number two, know that you are smart.
Creativity is a natural high.
Its the power to kill the lie.

1978
The Living Stage; Arena Stage
Washington, D.C.

institutionalized. The piece follows her attempts to adjust and survive despite the loneliness and brutality she experiences in the institution.

In the fall of 1978, the company also performed at a colloquium on violent crime and its causes sponsored by the Criminal Justice Section of the American Bar Association and the Indiana Lawyers Commission. Through improvisational pieces depicting the crimes of rape, armed robbery, and homicide, the company portrayed the facts and myths associated with criminal violence. For that performance, the company wrote a song which not only provided the basis for their work that day but reflects their continuing purpose.

> *Pity and compassion in a world of pain*
> *Mean nothing at all unless they lead to change*
> *We've seen enough pain*
> *We've seen enough sorrow*
> *What we do here today*
> *Will help the children of tomorrow.*
> *—Words and music by*
> *Living Stage 1978*

This past year, through Project READ, Living Stage conducted a series of workshops for thirty young people from a District of Columbia junior high school. The young people who participated in the project had been placed on probation by the Superior Court of the District of Columbia or they were experiencing serious problems at home or in school. Twice a week for ten weeks they left school early to participate in the three hour workshops which took place at Arena Stage, local community centers and museums.

Living Stage is partially supported by grants from the Department of Health, Education and Welfare, the National Endowment for the Arts, the District of Columbia Commission on the Arts and Humanities, and the Ford Foundation.

For further information contact:

Robert Alexander, Director
Rebecca Rice, Assistant Director
Living Stage
Arena Stage
6th and Maine Avenue, S.W.
Washington, D.C. 20024
(202) 554-9066

> *. . . What is needed in working with children is to give them the encouragement to create environments that let them discover that their feelings and thoughts are important, that their fantasies and dreams are the stuff that great 'works of art' are made of, and that the fearless use of their bodies, voices, and minds in their explorations of their environments is what most adults work very hard to re-attain; to let them know that first comes the dream and then reality, and that the joy they feel when they paint, draw, dance, sing, and 'become other things' is the most important and beautiful feeling in the world. Not something to do on weekends, but a life's work!*
>
> Robert Alexander
> Director, Living Stage; Arena Stage
> Washington, D.C.

Plays for Living

Plays for Living, produced by the EDEN Theatrical Workshop in Denver, are one-act plays which dramatize current family and community problems including aging, racism, sexism, suicide, health, parent-child tensions, housing, and the many pressures which young people face. One play in particular, *A Shirt a Size Too Small*, was commissioned by the National Council on Crime and Delinquency and three juvenile court judges. It was developed to make the public aware of the problems of troubled youth and to foster ideas on how to prevent delinquency.

Plays for Living are frequently directed by Lucy M. Walker, the founder of the EDEN Theatrical Workshop. She has written several of the social plays presented by EDEN. She founded the Workshop "to fill an artistic void in the Denver Community and to prove that people of different races could work together at a common enterprise." The company performs in a variety of community settings including institutions and programs for troubled youth.

Plays for Living are sponsored by a local United Way agency, Human Services, Inc. The program has received funding from the Colorado Centennial/Bi-Centennial Commission, the Adolph Coors Foundation, the Boettcher Foundation, the Piton Foundation, and IBM. In May 1979, they were awarded seven CETA slots from the Denver Employment and Training Administration.

For further information, contact:

Lucy M. Walker, President
EDEN Theatrical Workshop, Inc.
Forum: Center for the Arts
1570 Gilpin Street
Denver, Colorado 80218

From "We the Family," a play about the generation gap
Plays for Living; EDEN Theatrical Workshop

Poet-in-the-Classroom

During November and December 1978, and in January 1979, two poets-in-residence conducted writing workshops for teachers and youth in New Jersey detention centers and JINS (Juveniles in Need of Supervision) Shelters. The two poets, Stephen Joseph (editor of *the me nobody knows*) and Shaun Farragher (a noted New Jersey poet) shared a variety of techniques to help teachers and youth write their own poems.

Farragher and Joseph both emphasized that as poets and artists their most important role was to encourage creativity and to build an environment of trust between youth and themselves. If a student agreed to have his or her poem read aloud in a workshop, the poets *always* read their words exactly as they were written. Youth were encouraged not to worry about spelling and grammar, but to indulge in creative thinking through writing exercises that required high energy levels.

The project was sponsored by the State of New Jersey Department of Corrections. Funding was provided by the New Jersey Council on the Arts and the National Endowment for the Arts.

For further information on the Poets-in-the-Classroom project and other creative endeavors in New Jersey detention centers, contact:

Susan Roth
Educational Consultant
State of New Jersey
Department of Corrections
P.O. Box 7387
Trenton, New Jersey 08628
(609) 984-6539

Stephen Joseph conducting workshop at the Monmouth County Detention Center in New Jersey

Thea Lammers, Director of the Theatre Without Bars

If someone cared
That I was lonesome,
If someone cared
That I need . . .

If someone cared,
They'd make sure I wasn't lonesome.
If someone cared,
They'd know I needed help.

Then someone realized
That I was scared.

Nick
Chaddock Boys School
Quincy, Illinois

Theatre Without Bars

Theatre Without Bars is a non-profit organization that provides arts education workshops to youth and adults who are incarcerated in New Jersey. A combination of writing and acting workshops are offered, and both focus on techniques which can remotivate and redirect the lives of participants.

The acting workshops are designed to provide an open environment where participants feel free to communicate their feelings. By using theater exercises and improvisation, workshop participants act out their feelings about problems they face in prison and the kinds of problems they will need to cope with once released. After every performance, a question and answer period is held between the cast and the audience.

Writing workshops stress practical as well as creative writing. All forms of writing including poetry, short stories, essays, and plays are used to help inmates explore their own imaginations. Learning how to complete a job application and write a resume are also stressed.

Touring companies made up of workshop participants perform year round at high schools, universities, churches, community centers, youth groups, and civic organizations throughout the state. An ex-inmate touring company performs nationwide and provides individuals who have participated in Theatre Without Bars the opportunity to share their experiences and to continue their involvement with Theatre Without Bars.

Theatre Without Bars was incorporated in 1975 and is funded in part by the National Endowment for the Arts, the New Jersey Department of Corrections, and CETA.

For further information, contact:

Thea Lammers, Director
Theatre Without Bars
831 Parkway Avenue
Trenton, New Jersey 08618
(609) 883-6003

I sit in my cell, a sort of Hell on
Earth it is to me. Although there
are two men to a cell, it still seems
so sad and lonely.

The cells are small, five by eight is
all, and this they say is your house.
A toilet, a sink, a locker, a desk,
and two bunks, which hang from the
wall.

Three walls of steel, a door of bars,
and a concrete on which to stand.
Fifteen feet away, fifteen feet away
lies freedom, but just out of hand.

I work six hours or thirty a week
for the sum of a dollar a day. This
is quite good, you see, for I am
making top pay.

I try to imagine the world outside
which now seems vague to me at times.
The tears I cannot hide from the hurt
and misery.

Ray
MacLaren School
Beaverton, Oregon

Chalkville School Totem Pole

Photograph by Ellen Dossett

Additional Programs

The following programs have also adopted arts projects as part of ongoing efforts to assist troubled youth. They may be contacted for further information and ideas.

Alpha Omega

Alpha Omega, a small community-based program, sponsored a series of theater workshops focusing on many aspects of the theater—design, playwriting, acting, mime, and "theatre Yoga." The workshops were conducted by a local theater company, The Guild Players Touring Co.

For further information contact:

Betty Quigley
Alpha Omega
844 Newton Road
Littleton, Massachusetts 01460
(617) 486-8919

Chalkville School

Chalkville has initiated a number of visual arts projects. The most dramatic example of those efforts is a thirty foot totem pole which now stands in front of the school. The totem pole was hand-carved and painted by students from a thirty-five foot light pole donated by a local utility company.

For further information contact:

Ellen Dossett, Principal
Chalkville School
Alabama Youth Services
P.O. Box 9486
Birmingham, Alabama 35215
(205) 681-8841

Chicago Youth Services Repertory Theatre Project

The Chicago Youth Services Repertory Theatre Project is a joint venture of the Chicago Department of Human Services' Division of Corrections and Youth Services and the Chicago Council on Fine Arts, Artists-in-Residence Program. The project supports three actors who conduct a twelve-week workshop series for inner city youth who have had contact with the court system. After attending the workshop series, youth become eligible for the Youth Services Repertory Company which performs throughout the city.

For further information contact:

Joyce Bollinger
Chicago Council on Fine Arts
Artist-in-Residence Program
220 South State Street
Chicago, Illinois 60604
(312) 744-6755

Iowa Juvenile Home

The Iowa Juvenile Home has adopted an ongoing Artists-in-Schools Program with support for artist residencies coming from CETA, the Iowa Arts Council and the institution itself. Artists representing several arts disciplines have participated in the program.

For further information contact:

Ruth Sjöström
Iowa State Juvenile Home
Toledo, Iowa 52342
(515) 484-2560

Project New Pride

Project New Pride, a comprehensive community-based program for youth who are serious and repeat offenders, has developed a cultural education component to expose youth to the cultural activities which exist beyond their own neighborhoods. Activities include "field experiences" and classroom visits from local artists.

For further information contact:

Kenneth Grimes, Teaching Supervisor
Project New Pride
1649 Vine Street
Denver, Colorado 80206
(303) 320-4631

Youth and Shelter Services, Inc./Media Arts Workshop

The Media Arts Workshop supports visual arts projects for youth as part of continuing delinquency prevention efforts. Recent efforts included painting two murals on the sides of buildings in Ames.

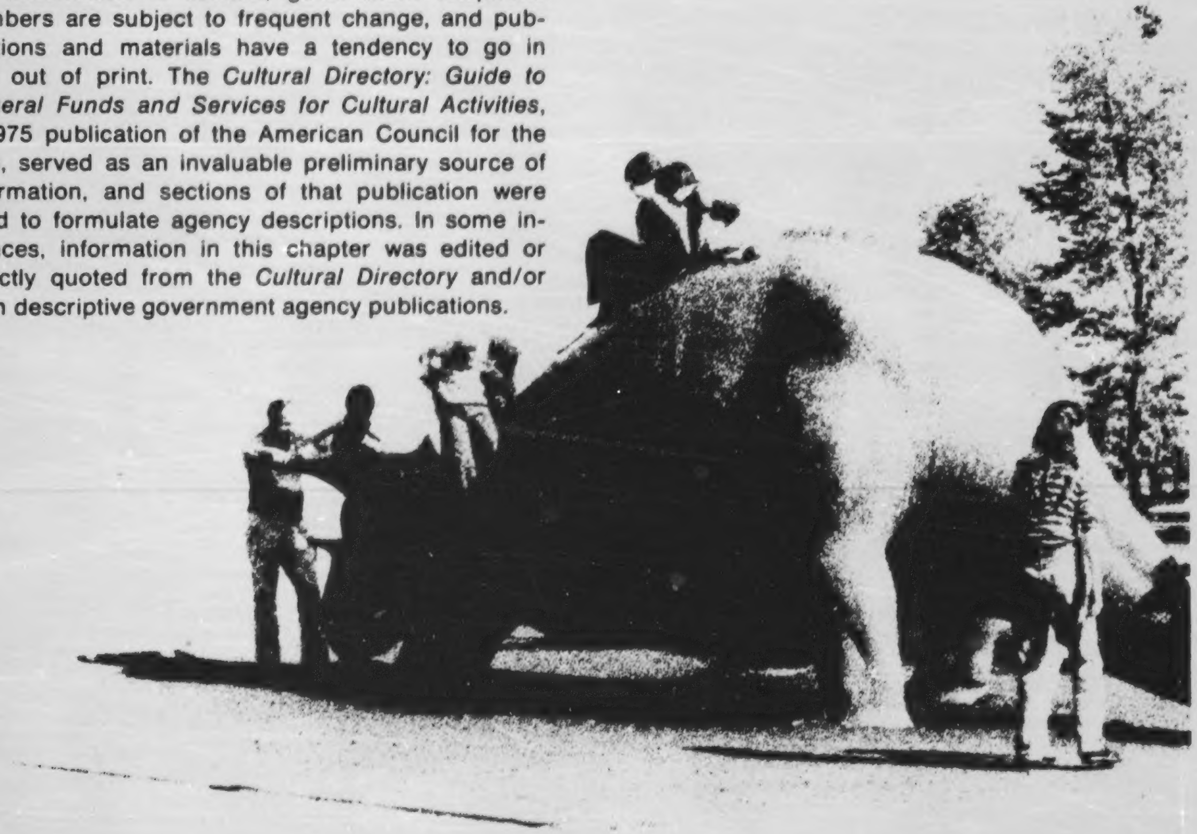
For further information contact:

Peter Otto, Director
Media Arts Workshop
The Upstairs
232½ Main Street
Ames, Iowa 50010

Many federal government agencies have the potential to provide assistance to arts projects and arts education programs. While many of them can provide direct funding for programs, sources of federal support for the arts extend beyond direct financial aid. Many government agencies sponsor ongoing programs at the state level which can provide technical assistance, that is, help in implementing and coordinating local program efforts. Others can potentially place volunteers or provide personnel to work directly with particular programs or projects. And finally, many federal agencies have a wealth of free or low cost resources—for example, publications, films, and graphics—which you can put to creative, imaginative use.

II. Federal Assistance

The information for this chapter was collected by contacting each government agency directly. While the information is current, government telephone numbers are subject to frequent change, and publications and materials have a tendency to go in and out of print. The *Cultural Directory: Guide to General Funds and Services for Cultural Activities*, a 1975 publication of the American Council for the Arts, served as an invaluable preliminary source of information, and sections of that publication were used to formulate agency descriptions. In some instances, information in this chapter was edited or directly quoted from the *Cultural Directory* and/or from descriptive government agency publications.



Action

Action is a federal agency which enlists volunteers to participate in innovative efforts of state and local governments, communities, and institutions to solve local social and economic problems, particularly by strengthening and supplementing efforts toward helping the poor. Several Action programs have the potential to be of assistance to local juvenile justice programs. Furthermore, Action volunteers who are artists or persons with an interest in the arts have the potential to initiate local arts projects for youth.

Foster Grandparent Program

The Foster Grandparent Program offers older men and women the opportunity to participate in and actively contribute to community efforts that provide companionship and assistance to emotionally, physically, and mentally disabled children and youth. Volunteers in the program must be sixty years old and in good health. The program is designed for low income persons, but guidelines vary from state to state. Volunteers receive a modest tax-free stipend to cover their direct costs (e.g., meals, transportation).

Additional information may be obtained by contacting any one of Action's Regional Offices listed in the Appendix, on page 160, or by contacting State Agencies on Aging, also listed in the Appendix, on page 180.

Retired Senior Volunteer Program (RSVP)

The Retired Senior Volunteer Program provides older adults aged sixty and over to serve in a variety of community service organizations. Possible volunteer settings include the courts, schools, libraries, day care centers, hospitals, nursing homes, and community centers.

Volunteers are reimbursed for direct expenses while on assignment, but receive no other compensation.

Additional information may be obtained by contacting your local Action Regional Office or the appropriate State Agency on Aging (see Appendix).

University Year for Action

University Year for Action enlists college students to volunteer their services in a variety of community settings which provide help to people who are institutionalized, disabled, or economically disadvantaged. Participating students earn credit for their efforts.

For additional information, contact one of Action's Regional Offices (see Appendix).

IT AIN'T SO WRONG

of being poor
a part of life
a book of clothes
a paper knife

a torn up shoe
a shoe shine kit
a scar for now
and later a fit

a stream of tears
a hand for help
a new red shirt
made of found felt

a school of them
a class of mocks
a red cheeked child
and holey socks

a strong advice
advice to be strong
of being poor
it ain't so wrong.

Michael
Group Home School
Rockville, Maryland

Volunteers in Service to America (VISTA)

VISTA places volunteers of all ages and backgrounds in rural and urban communities nationwide, to "change injustices brought about by poverty" and to help people in a given community become their own advocates for needed resources and services.

To join VISTA, a person must be at least 18 years old and seriously committed to bringing about change.

For additional information, contact one of Action's Regional Offices (see Appendix).

For general information about Action and to determine if your school or organization would be an appropriate site for Action volunteers, contact:

ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(202) 254-6886

Community Services Administration

The Community Services Administration is an independent federal agency primarily responsible for reducing poverty in both rural and urban areas of the United States. Through a network of nearly nine hundred *Community Action Agencies*, CSA provides and/or administers funds for local anti-poverty projects in the fields of health, housing, energy, employment and training and education. Such projects have included the development of cultural centers, cultural education, and recreation.

The Office of Program Development makes Research and Demonstration grants available for innovative approaches to reducing poverty.

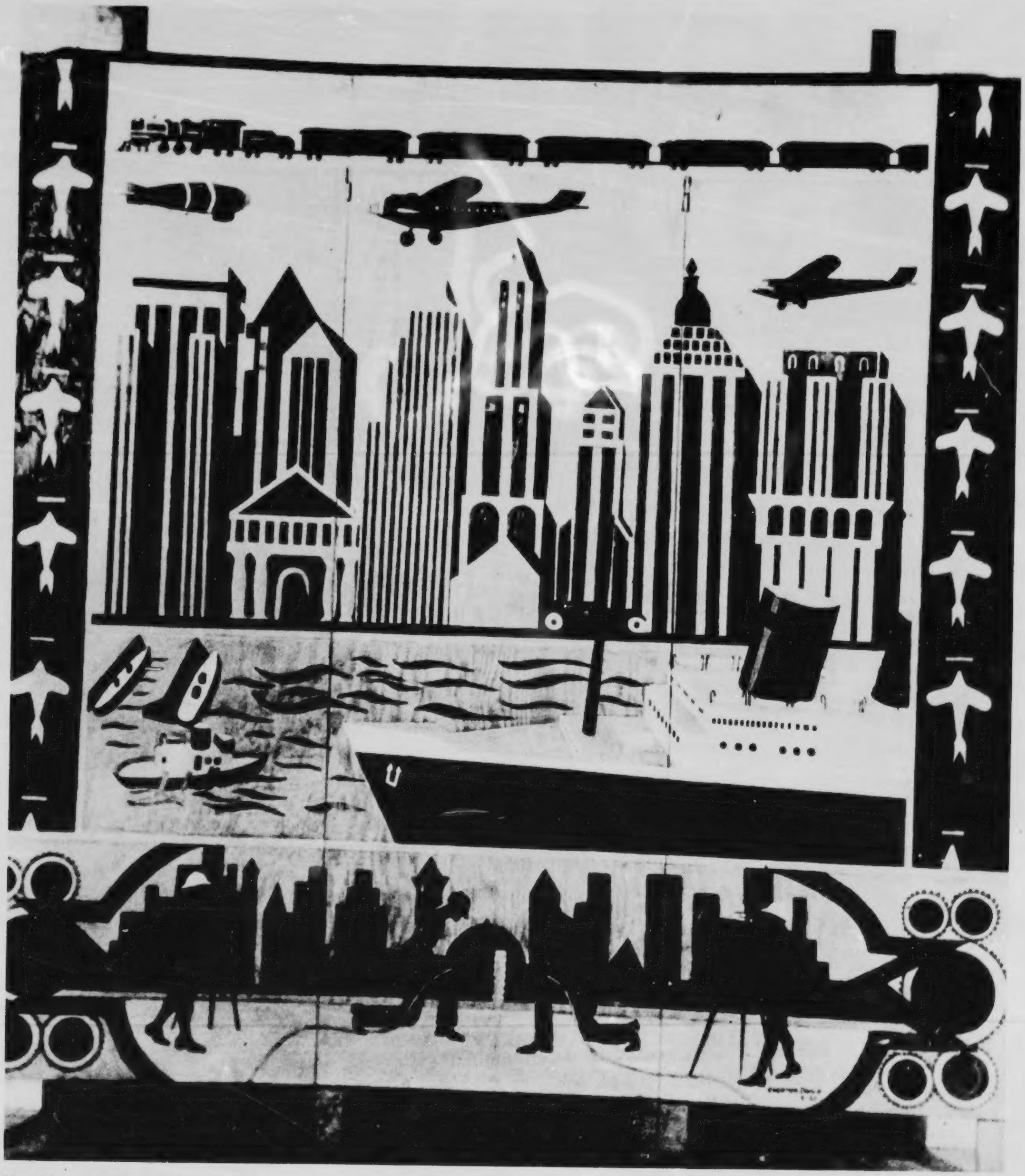
For further information, contact:

Office of Program Development
Community Services Administration
1200 19th Street, N.W.
Washington, D.C. 20506
(202) 254-5000

Department of Agriculture

Forest Service

The Forest Service manages over 150 National Forests and six National Recreation Areas which represent 187 million acres of land. Some of those sites have special cultural and historical significance. Visitor Information Centers, located at



Mural from the Harlem Art Workshop
Photograph from the National Archives Still Picture Branch

© National Archives

twenty-two of those sites, provide guided tours or interpretive information on the archeological and ecological history of the area. Many also have trails built and designed for people who are physically disabled. The Visitor Information Centers frequently have shops which sell books, recordings, and other items (including arts and crafts) representative of the natural and cultural heritage of nearby geographical areas.

Many of the National Forests have amphitheaters and other campground facilities which they may make available to local organizations or performing groups. Permission to use those facilities must be obtained from the local Forest Service.

For specific information on National Forest resources and Forest Service programs within a particular geographic region, contact the U.S. Department of Agriculture Regional Foresters listed in the Appendix on page 184.

For general information on the Forest Service and the location of National Forests, National Recreation Areas, and Visitor Information Centers, contact:

Division of Recreation
Forest Service
U.S. Department of Agriculture
P.O. Box 2417
Washington, D.C. 20012
(202) 447-3706

HOTWIRE!

Black to red and red to black,
Gonna run away and never come back.
Red to black and black to red,
I hope my parents think I'm dead.
Crack the window, open the door:
A silver Trans Am with four on the floor.
The tank is full, the time is right,
Oklahoma City by tonight.
Black to red and red to black,
Time to split, no time to pack.
Red to black and black to red,
Free your body to free your head.
She's got a red hot wire in her soul
And the highway's paved with rock and roll.
She'll dye her hair, she'll change her name,
If she stayed home, she'd go insane.

Marion Winik with students from
Girlstown, U.S.A.
Austin, Texas
from THREE GENERATIONS:
DANCES OF LIFE

Department of Commerce

Office of Field Services

Commerce Business Daily is a publication produced by the Office of Field Services. It provides listings of contracts awarded through the Federal government and other useful information including the sale of surplus government property. The current subscription rate for *Commerce Business Daily* is $105.00 for subscriptions mailed on a priority basis and $80.00 for those which go by non-priority mail. Most Chamber of Commerce offices subscribe and make this publication available to the public.

To order your own subscription, contact:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Department of Health, Education and Welfare

> *We who do work with the young must be very cognizant of our own creative process so that we can become more aware of the creative processes of children. No one can help or suggest to children anything that has to do with revealing their feelings in writing unless they have gone through that complicated process themselves. The same holds true for any creative act. A director of theater cannot be of any help to the actor unless that director knows, and knows from his own experience, the process of the actor. In any learning situation, the "teacher" or "director" must be in touch with his body, mind and voice, and soul, and creative impulses so that he can share those processes with his students and co-workers.*
>
> Robert Alexander
> Director, Living Stage; Arena Stage
> Washington, D.C.

National Institute of Education

The National Institute of Education awards grants to conduct educational research and to collect and disseminate the findings of that research. Public and private, profit and non-profit organizations, institutions and agencies, and individuals are all eligible for support.

The Arts and Humanities Research Program

The Arts and Humanities Research Program supports research activities in aesthetic education and in cognitive and developmental processes in the arts. The program "seeks to bridge the gap between the world of the arts—the wisdom and knowledge it contains—and the world of the human mind—(and) its complex processes of thinking, learning, knowing, perceiving, creating, and expressing . . ." The program seeks high quality research proposals that incorporate advanced methodologies.

The following publications are available by contacting the Arts and Humanities Research Program.

The Arts, Cognition and Basic Skills, Stanley S. Madija, Editor, CEMREL, Inc. 1978.
Research and Development: Arts in Education, by Martin Engel (reprinted from Arts Education, November 1977).

For further information, contact:

Martin Engel
Arts and Humanities Research Program
National Institute of Education
Department of Health, Education and Welfare
Washington, D.C. 20208
(202) 254-5766

Educational Resources Information Center (ERIC)

ERIC is a computerized national information system designed and developed by the U.S. Office of Education and now supported and operated by the National Institute of Education. ERIC makes copies of education-related documents, such as research reports, speeches, and periodicals, available to the general public. Sixteen ERIC clearinghouses have responsibility for acquiring and indexing literature in specific areas of education including "Handicapped and Gifted Children," "Rural Education and Small Schools," "Urban Education," and "Reading and Communication Skills." Although no one clearinghouse covers the arts, indexes include many arts-related entries, such as "fine arts," "creative arts," "art education," "ceramics," "museums," "music," and "architecture."

To assist users, ERIC distributes the following publications and reference tools:

Thesaurus of ERIC Descriptors—a vocabulary of educational terms used to index and enter documents into the ERIC system. Current price listed in most recent issue of *Resources in Education* (see below). Order from:
Macmillan Information Division
Order Department
Front and Brown Streets
Riverside, New Jersey 08075

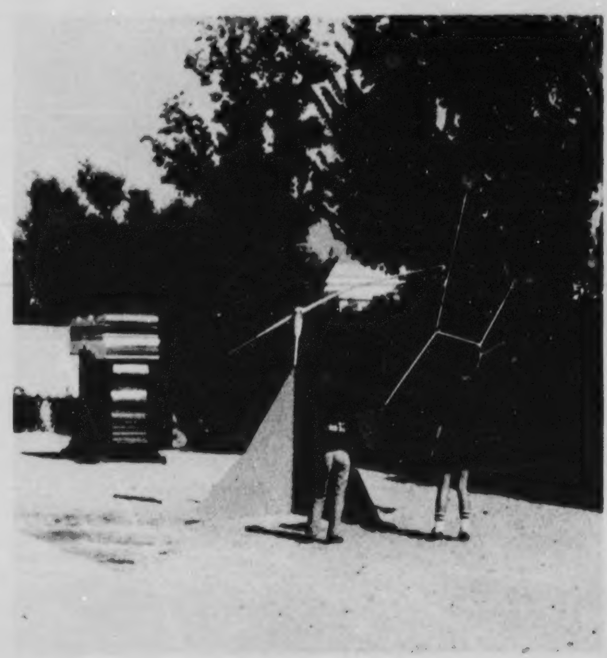
Resources in Education—a monthly journal announcing recently completed research reports, descriptions of outstanding programs, and other documents of educational significance indexed by subject, author, and institutional source. Order from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Current Index to Journals in Education—a monthly guide to periodical literature, with coverage of more than 700 major educational and education-related publications titles. The current price is listed in the most recent issue of the journal. Single copies and annual subscriptions available. Order from:
Macmillan Information Division
Order Department
Front and Brown Streets
Riverside, New Jersey 08075

Directory of ERIC Microfiche Collections—a listing of every organization with a sizeable ERIC microfiche collection, organized alphabetically by state and city. Order from:
ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

Survey of ERIC Data Base Search Services—lists and describes the organizations currently providing computerized searches of the ERIC data base. Order from:
ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

> *Creative Art Education or better said, Education-Through-Art, may be especially important not so much for turning out artists or art products, as for turning out better people.*
>
> A. H. Maslow



Photograph by Audrey Jones

How to Use ERIC—a booklet describing ERIC and its services. Order from:

ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

ERIC documents are available on both microfiche (4 x 6 sheets of microfilm on which up to ninety six pages of text are reproduced) and hard copy reproduction of the document on paper at the original size. Order forms and information on the cost of ERIC documents can be found in the back pages of *Resources in Education.*

Documents may be ordered from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

For further information, contact:

ERIC
National Institute of Education
Washington, D.C. 20208
(301) 656-9723

> *Choosing to consider the arts, the result of distinctively human characteristics that all share in some degree rather than the product of only the especially talented, arts educators are frequently impatient with a government dedicated to equality that adopts a patronizing approach to artistic endeavor. Convinced that if there is to be Federal support for the arts it should build the base for a truly American culture rather than prop up imported institutions of other lands and other times, they voice strong expressions of frustration, if not outright dissatisfaction. They see millions of dollars for resource personnel (professional artists) but tiny grants to develop plans so that they may be used effectively. They see the unique American experiment in building a democratic culture frustrated by bureaucracy and by congressional committees or national panels that have no expertise in the field.*
>
> Charles L. Gary from
> TRY A NEW FACE

Office of Education

For fiscal year 1979, Congress appropriated $11.3 billion for the Office of Education to provide financial support and technical assistance to schools and educational programs nationwide. The Office of Education administers numerous programs which have the potential to provide support for arts education. They include the Bilingual Education Program, the Division of Education for the Disadvantaged (Title I), the Ethnic Heritage Studies Branch, the Office of Indian Education, and the Bureau of Education for the Handicapped/Gifted and Talented Education Act. Only those Office of Education programs which provide direct assistance for arts projects or arts education are described here.

An Office of Education publication, *Guide to OE Programs*, provides a description of all discretionary grant programs administered by the Office of Education. It includes information on who is eligible for support and where to apply.

Single copies of the 1980 Guide are available. Contact:

Office of Education Guide—80
Washington, D.C. 20202

Arts Education Program

The Arts Education Program provides support for the Arts at the elementary and secondary education levels. In the past it has granted competitive awards to state and local education agencies. In the future public and private agencies, organizations, and institutions will also be eligible. For fiscal year 1979, $1.25 million was available for arts education grants. While no schools or institutions affiliated with the juvenile justice system have ever received direct support from OE's Arts Education Program, they are technically eligible. In June 1979, proposed rule changes in the federal regulations governing the Arts Education Program were made. Those changes are designed to promote greater cooperation between schools and community institutions. Proposed rule changes also specify that the Office of Education assume no more than fifty percent of a project's cost and that available funds be awarded to fewer projects, with larger grants being awarded to fewer applicants.

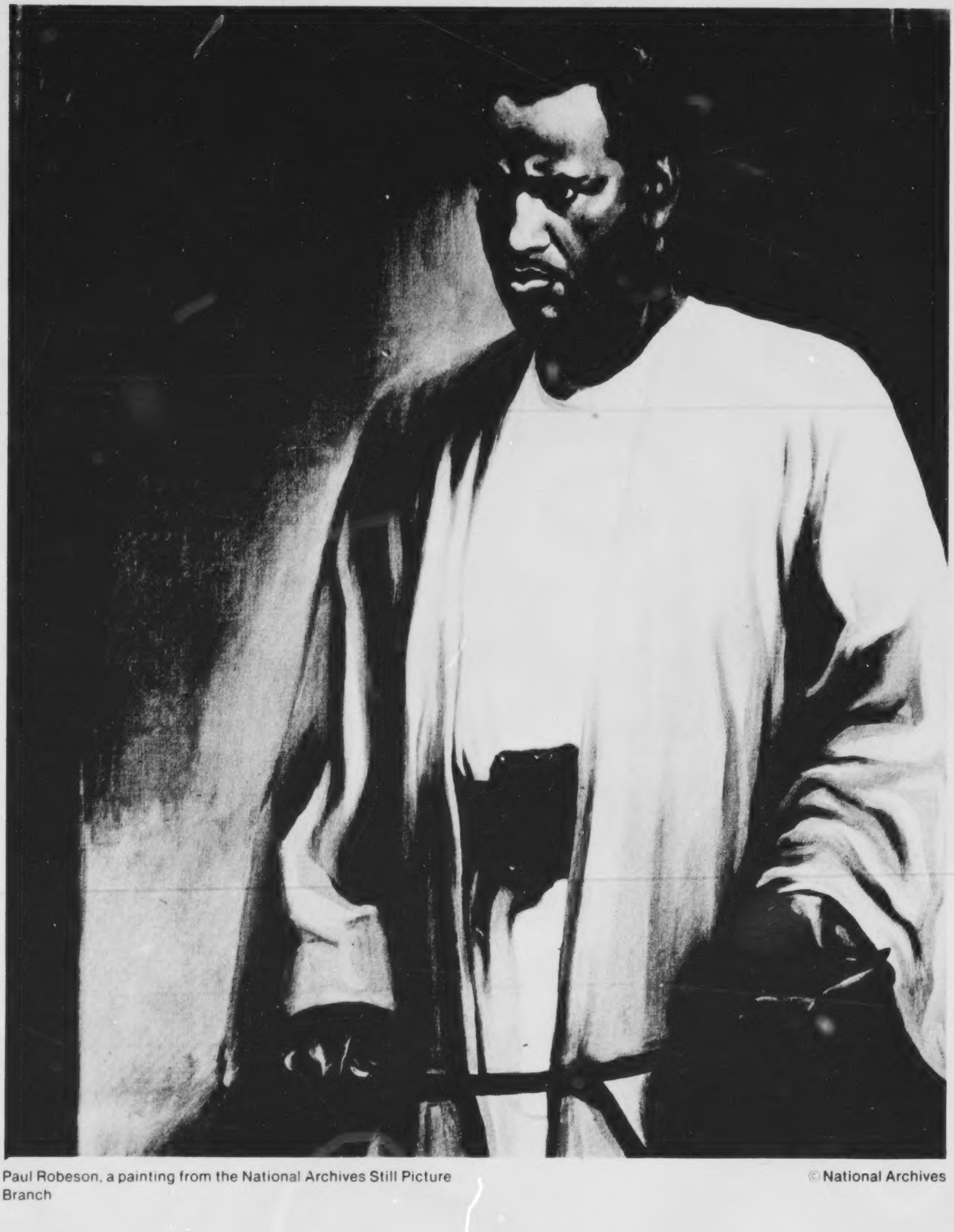
Through a network of state committees, the Arts Education Program and the Alliance for Arts Education at the John F. Kennedy Center for the Performing Arts have both worked to provide technical assistance, training, and information on the arts to grant recipients. Additionally, together with the National Committee: Arts for the Handicapped, the Arts Education Program supports model projects and programs for physically disabled persons in all the arts.

The Office of Education has developed a number of arts related publications which are available to the public. They include:

Career Guidance in the Arts and Humanities: Activities, Information, and Resources for Grades 7-12. December, 1976. GPO Stock No. 017-080-01644-3. $2.60. Innovative activities for arts and humanities career exploration/self assessment can be used by counselors or teachers with individuals or groups of students. The guide also annotates career interest and other related tests. It describes resources for acquiring occupational information and discusses pathways for preparing for arts and humanities careers. Included are comments regarding counseling of gifted and talented students. The guide lists job titles.

Exploring Arts and Humanities Careers in the Community: A Program Planning Guide. December 1976. GPO Stock No. 017-080-01648-6. $1.25. Indicates methods through which students can become directly acquainted with arts and humani-

> *We believe that humanistic and cultural values are just as basic as "reading and writing." We cannot tolerate another generation that knows so much about preserving and destroying life, but so little about enhancing it.*
>
> Henry Pearlberg, Chairman
> Arts Advisory Curriculum
> Committee
> Neshaminy School District
> Langhorne, Pennsylvania



Paul Robeson, a painting from the National Archives Still Picture Branch

© National Archives

ties practitioners and their work by using community resources for out-of-school experiences. The guide discusses ways of obtaining community cooperation and suggests sites for out-of-school experience in arts and humanities fields.

391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, and Humanities. December 1976. GPO Stock No. 017-080-01643-5. $2.40. A curriculum guide for teachers, grades 7-12 and higher, suggesting 391 interesting techniques for introducing career information into regular school subjects. It includes lists of jobs for arts and humanities fields and gives addresses of professional associations and other sources of occupational information. The 391 classroom activities are arranged to correspond with information presented in a series of six student guidebooks (see below).

Exploring Dance Careers: A Student Guidebook. GPO Stock No. 017-080-01638-9. $.75.
Exploring Music Careers: A Student Guidebook. GPO Stock No. 017-080-01639-7. $1.30.
Exploring Theater and Media Careers: A Student Guidebook. GPO Stock No. 017-080-01640-1. $2.15.
Exploring Visual Arts and Crafts Careers: A Student Guidebook. GPO Stock No. 017-080-01641-9. $2.35.
Exploring Writing Careers: A Student Guidebook. GPO Stock No. 017-080-01642-7. $1.40.
Exploring Careers in the Humanities: A Student Guidebook. GPO Stock No. 017-080-01649-4. $2.45.

Published in December 1976, this illustrated series of guidebooks for students presents information about careers in the arts and humanities. Each book discusses such topics as what tasks people do in their work, how they prepare for their career, how they acquire work, what the job outlook is, what are the advantages and disadvantages of particular arts and humanities occupations. The guidebooks contain many quotations from people whose careers are now in arts and humanities fields. Each lists some sources of additional occupational information and includes job titles showing the wide range of career possibilities as well as a glossary of unfamiliar words associated with the career field. The guidebooks can serve as reference material for independent library, classroom or counseling center reading. In conjunction with *391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theater and Media, Visual Arts*

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on the beaches
lay the wounded
in the forests
fight the proud
in the homes
sleep the confounded
screaming silent, asking loud

for what the battles
for why the pain
nothing settles
all's the same
till we begin over
the silent scream
when all is ended
in the dream

Andrea
NAJNAH
(NOT A JAIL, NOT A HOSPITAL)
Northampton, Massachusetts

and Crafts, Writing and Humanities, these guidebooks can form the basis of a mini-course or infused career exploration curriculum. The guidebooks and other publications were pilot-tested in a rural school, a suburban school, and a school system with specialized schools in arts and humanities.

All of the above may be ordered from the U.S. Government Printing Office. Contact:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
(202) 783-3238

Additional OE arts education publications include:

Try a New Face. September, 1979, Descriptions of exemplary arts education projects nationwide.

Arts Education 1977 in Prose and Print: An Overview of Nine Significant Publications Affecting the Arts in American Education. September 1977.

For single copies of the above publications and for further information on the Arts Education Program and application guidelines, contact:

Dr. Harold Arberg, Director
Arts and Humanities Staff
Office of Education
Room 3728 Donohoe Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-7793

Arts Coordination Office

The Arts Coordination Office has responsibility for overseeing and coordinating all arts related activities which take place within the Office of Education. Through the efforts of an inter-bureau task force formed by the Arts Coordination Office, a listing of 300 projects administered by the Office of Education that include arts activities has been compiled.

For further information, contact:

Lonna Jones or Katie Brawde
Arts Coordination Office
Office of the Commissioner
Office of Education
400 Maryland Avenue, S.W., Room 4129
Washington, D.C. 20202
(202) 472-5658

I REGRET NOTHING

It's been on my mind.
Everything I've forgotten.
All, that you destroyed,
I regret nothing for,
I alone can accomplish more in
one hour of solitude
Than you can hope to dream
in an entire life span.
You may never hurt me for I will
not stoop to your level of
stupidity.

Whereas I might feel
a portion of your
extensive contempt for
those you cannot harm.

Flora
from BUT WHY SHOULD I
BELIEVE THEM?
WRITINGS BY STUDENTS AT
UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

Special Counsel for the Arts and Education

The Special Counsel for the Arts and Education serves as a liaison between the Office of Education and the National Endowment for the Arts, Education Program. This recently created position is expected to result in coordinated funding and policy efforts between the two agencies. Contact:

Vince Lindstrom,
Special Counsel for the Arts and Education
Arts Coordination Office
Office of the Commissioner
Office of Education
400 Maryland Avenue, S.W., Room 4129
Washington, D.C. 20202
(202) 472-5658

Institute of American Indian Arts

The Institute of American Indian Arts in Sante Fe, New Mexico is operated by the Bureau of Indian Affairs and provides training in the arts to Native American students. The Institute offers college level courses leading to an Associate of Fine Arts Degree with courses in almost every field of the arts—painting, drawing, graphics, ceramics, sculpture, photography, drama, music, dance, creative writing, and traditional Indian art techniques.

The Institute accepts Native American students—Indians, Eskimos, and Aleuts—who live on or near an Indian reservation and belong to tribes or Native American groups who are eligible for services offered by the BIA. Both financial need and scholastic ability are considered in determining applicants' eligibility.

For further information, contact:

Director of Education
Bureau of Indian Affairs
Department of the Interior
Washington, D.C. 20240

Indian Arts and Crafts Board

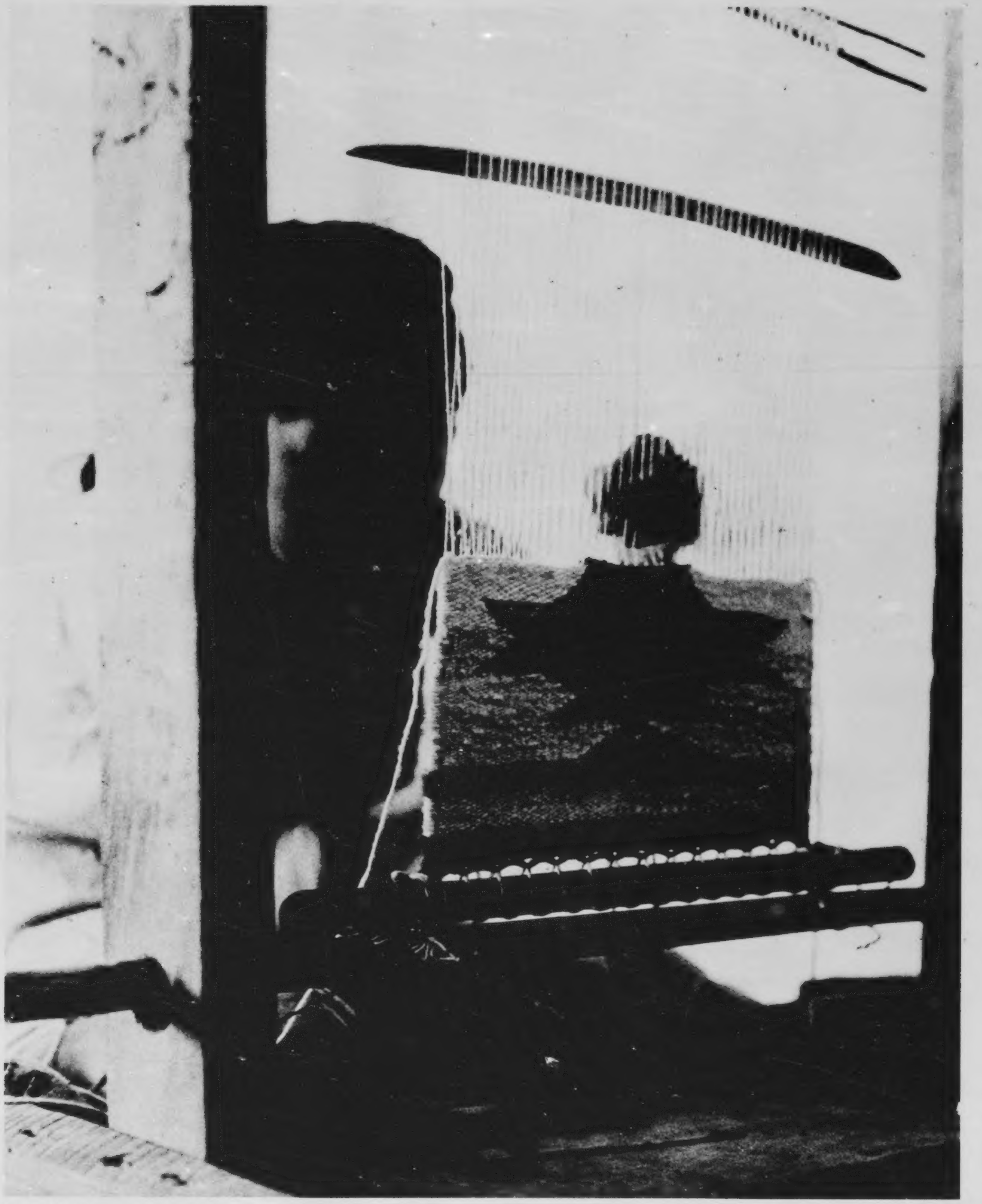
The Indian Arts and Crafts Board was established in 1935 to promote the development of Native American arts and crafts—the creative works of Indian, Eskimo, and Aleut people. In the past, the Board has identified outstanding Native American artists and craftspeople, and has provided training opportunities for others. Currently, the Board's special emphasis is to assist native cultural leaders in their

Department of the Interior

PROBLEM AFTER PROBLEM

Problem after problem,
Mood after mood,
Sadness, despair, loneliness, anger,
I don't know how to deal with it.
Sometimes I miss the people I left behind.
Sometimes I'm scared of the people I hang
out with.
Sometimes I'm terrified I'm losing myself.
I'm telling you,
Sometimes I even think I miss my parents
or something.
I want something.
I want something.
Something comforting.
Something wonderful.
Something thrilling.
Something that makes me feel!

from RUNAWAYS, a play by
Elizabeth Swados



Young Navajo weaver

U.S. Department of the Interior, Indian Arts and Crafts Board efforts to support the future preservation and evolution of Native American culture.

A major portion of the Board's activities are carried out by its Museums, Exhibitions, and Publications staff which administers three museums which offer a variety of opportunities for Native American artists. The museums are centers devoted primarily to informational, promotional, and arts sales activities. Each of the museums operates similarly with a format that includes a permanent exhibition of historic tribal arts of the immediate region, a series of changing exhibitions devoted to works by outstanding Native American artists, and a sales shop offering authentic contemporary Native American arts. The museums are open throughout the year. Admission is free.

For further information, contact each museum directly.

Museum of the Plains Indian
P.O. Box 400
Browning, Montana 59417
(406) 338-2230

Southern Plains Indian Museum
P.O. Box 749
Anadarko, Oklahoma 73005
(405) 247-6221

Sioux Indian Museum
P.O. Box 1504
Rapid City, South Dakota 57709
(605) 348-0557

For those interested in the development of Native American crafts in the United States, the Indian Arts and Crafts Board has produced a 16mm film, *Native American Arts*. It rents for $15.00 and may be purchased for $116.00.

For information on how to obtain a copy of the film, contact:

National Audiovisual Center
General Services Administration
Order Section/NA
Washington, D.C. 20409
(301) 763-1896 (for order information)
(301) 763-1891 (for rental schedules)

The Indian Arts and Crafts Board issues publications promoting contemporary Native American arts. The *Publications/Audiovisuals Fact Sheet* provides a list of those publications. It also distributes a *Bibliography* of selected Native American arts publications, a *Source Directory* of Native American

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Why am I so sad?
Deep down inside? Yet I feel no pain, only
anger! Anger at the world, for all they
have done, I feel anger a lot! But I
cannot help it! I hate this town! I hate this
state! I hate this world! But it does no
good! I can scream, I can talk, but nobody
listens, nobody cares! Few people do!
Lots of people don't! I think I shall never
understand them, for instance a young
woman (a Ward of the Court) a juvenile
who is bearing a child (the word is bitch to
her?)! They let her go to a home until she
has her child then take it from her! After
she bares the pain and love of having it!
What's happening to the world, they let
children overseas die, children here are
pushed and shoved! By parents, Court and
pigs! I'm sick of it! Sick of all that bull! I
want to scream! Publish in papers! Make
people hear me! Listen to me! I have
something to say world! Listen to me!
I'm here, damn ya! If ya don't care!
Someday I'll get even with ya!

Hattie
from BUT WHY SHOULD I BELIEVE THEM?
WRITINGS BY STUDENTS AT UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

---

owned and operated arts and crafts businesses, and a *Fact Sheet of Works by Contemporary Native American Artists.*

For further information on the Indian Arts and Crafts Board and to obtain copies of the above booklets, contact:

Geoffrey Stamm
Assistant General Manager
Indian Arts and Crafts Board
U.S. Department of the Interior
Washington, D.C. 20240
(202) 343-2773

Geronimo
Photograph from the National Archives Still Picture Branch
© National Archives

National Park Service

The National Park Service administers nearly three hundred parks nationwide. Within those parks it manages museums which exhibit a variety of paintings, artifacts, period furnishings, rare manuscripts, and more items of historical and cultural significance. In addition, the Park Service engages in archeological research and supervises many historic preservation programs.

NPS has an extensive list of publications reflecting those interest areas and others.

For a *Sales Publications* list and for a map accompanied by a complete listing of parks within the National Park System, contact:

Office of Public Affairs
National Park Service
U.S. Department of the Interior
Washington, D.C. 20240
(202) 343-4747

A list of regional offices for the National Park Service appears in the Appendix on page 184.

The National Park Service has also produced a number of 16mm films which are distributed on a sales and rental basis by the Harpers Ferry Historical Association. The films vary in content and focus on cultural, historical, and environmental issues. Examples of available films include:

The Early Americans—1776—about Americans west of the Appalachians in 1776. It looks at settlements in New Mexico, Hawaii, and Alaska, as well as Spanish missions in California, giving a picture of cultures now lost in the mainstream of Ameri-American life.

Excavation of Mound 7—shows the work of an archeologist and his co-workers as they delve into the mysteries of Indian Pueblo de las Humanas in New Mexico.

Indian Pottery of San Ildefonso—shows how to make black Ildefonso Indian pottery beginning with the spreading of sacred corn before the clay is gathered, the outdoor firing, and finally the removal of pottery pieces from the fire mound.

Seneca Glass—follows the production of hand-blown glassware at Seneca Glass in Morgantown, West Virginia.

The purchase price for NPS films varies greatly, but all films rent for $15.00.

For a National Park Service film catalog and order form, contact:

Harpers Ferry Historical Association
P.O. Box 147
Harpers Ferry, West Virginia 25425
(304) 535-6881

Office of Juvenile Justice and Delinquency Prevention/Law Enforcement Assistance Administration

Since January 1977, the Corrections Division, Office of Criminal Justice Programs, Law Enforcement Assistance Administration (LEAA) has awarded nearly $2 million to the American Correctional Association (ACA) to conduct a comprehensive national program of creative leisure-time activities in adult correctional facilities. That program, Project CULTURE, reflects LEAA's major support for arts programs. While no similar LEAA support has ever been provided for youth arts programs, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is currently planning a youth arts initiative. The amount of funding that could become available has not yet been determined. "Youth Arts Delinquency Prevention Programs" funded through OJJDP would focus on linking the arts to other aspects of education.

For further information, contact:

Marjorie Miller
Office of Juvenile Justice
and Delinquency Prevention
Law Enforcement Assistance Administration
633 Indiana Avenue, N.W.
Washington, D.C. 20531
(202) 724-7748

Department of Justice

> *Creativity can give joy, relieve the shoddiness of life, and promote clear thinking. Too often people make false distinctions between artistic and therapeutic tools for expression, when all apply equally to better living. So rather than become bogged down in debates about whether programs are "primarily arts" or "primarily art therapy," let us proceed to make them available.*
>
> Peter B. Edelman, New York State Division for Youth
> from "Juvenile Corrections and the Arts"

Department of Labor

Employment and Training Administration

The Comprehensive Employment and Training Act (CETA) of 1973 authorizes funding for projects and activities which create jobs and provide training for the highly unemployed and disadvantaged. CETA funds are allocated to approximately 500 "prime sponsors"—city, county, or "balance of state" agencies. Based on local unemployment and population levels as well as specific community needs, prime sponsors submit "comprehensive plans" to Regional Employment and Training Administrators. Upon approval of the plan, prime sponsors in turn administer the funds to local agencies, programs, and individuals.

The CETA legislation has eight titles. Four have potential application for artists and arts-related workers.

- Title I provides support for employment and training services including on-the-job training, job placement, and support services. Title I funds have been used to operate job counseling, training, and placement centers for artists.
- Title II designates funds for "transitional public service employment," that is, support for jobs or training which will lead to permanent employment in the public sector. Title II has been used to hire artists as direct public service employees of state and local governments. In this capacity artists have engaged in a variety of public interest projects from conducting workshops and demonstrations to painting murals, working with children, and organizing local exhibitions or festivals.
- Title III provides, in part, funds for short term training and job placement for special target groups including offenders, older workers, youth, and Native Americans. Title III has made possible summer youth arts employment projects and workshops for target groups focusing on various arts disciplines.
- Title VI provides support for "emergency public employment programs" and is also referred to as Public Service Employment. Its primary purpose is to provide jobs for people who are poor or who have been out of work for long periods of time. Public Service Employment has been the most widely used application of CETA funds for the employment of artists. As a result, artists have made major contributions to several communities. For example, through the Seattle Arts Council, thirty four artists were placed in non-traditional community settings such as halfway houses and residences for the aging—to offer instruction and

> *The availability of CETA funds has enabled many artists—some for the first time in their careers—to earn their living by doing what they do best and, thus, demonstrate the worth of their calling. At the same time, it has provided opportunities for people to experience the arts in new ways, learning the significance of the arts in their own right and as a resource useful in achieving other ends—livable cities, stronger communities, a better life for the aging, improved public transportation, more effective education, the prevention of crime and delinquency, the richer use of leisure time, and more.*
>
> Carl F. Stover, Director
> Cultural Resources Development Project
> National Endowment for the Arts

share their skills. The Cleveland Area Arts Council developed a summer program employing 60 artists to work in metropolitan neighborhood centers teaching young people. In North Carolina, the Third Century Program placed 145 artists and arts administrators in jobs throughout the state, many of which have resulted in permanent new positions for those individuals.

In 1977, at least 6,000 new jobs for artists and arts-related workers were made possible through CETA funds. At an average salary of $8,500 per year per artist, these jobs represent $51 million in Federal support. For more recent years, estimates suggest an even higher figure. The potential for CETA arts projects is most significant especially when applied to the needs of youth and to the idea that the arts can form the basis for delinquency prevention efforts. Proper use of CETA funds for arts activities can result in permanent jobs for artists and major contributions to community programs for young people.

Artistic Applications of CETA by Cheryl Yuen and John Kriedler is a very helpful publication which addresses this issue. For single copies, contact:

Alameda County Neighborhood Arts Program
424 40th Street
Oakland, California 94609
(415) 653-7880

The following materials provide general information on CETA and on potential assistance through CETA funds:

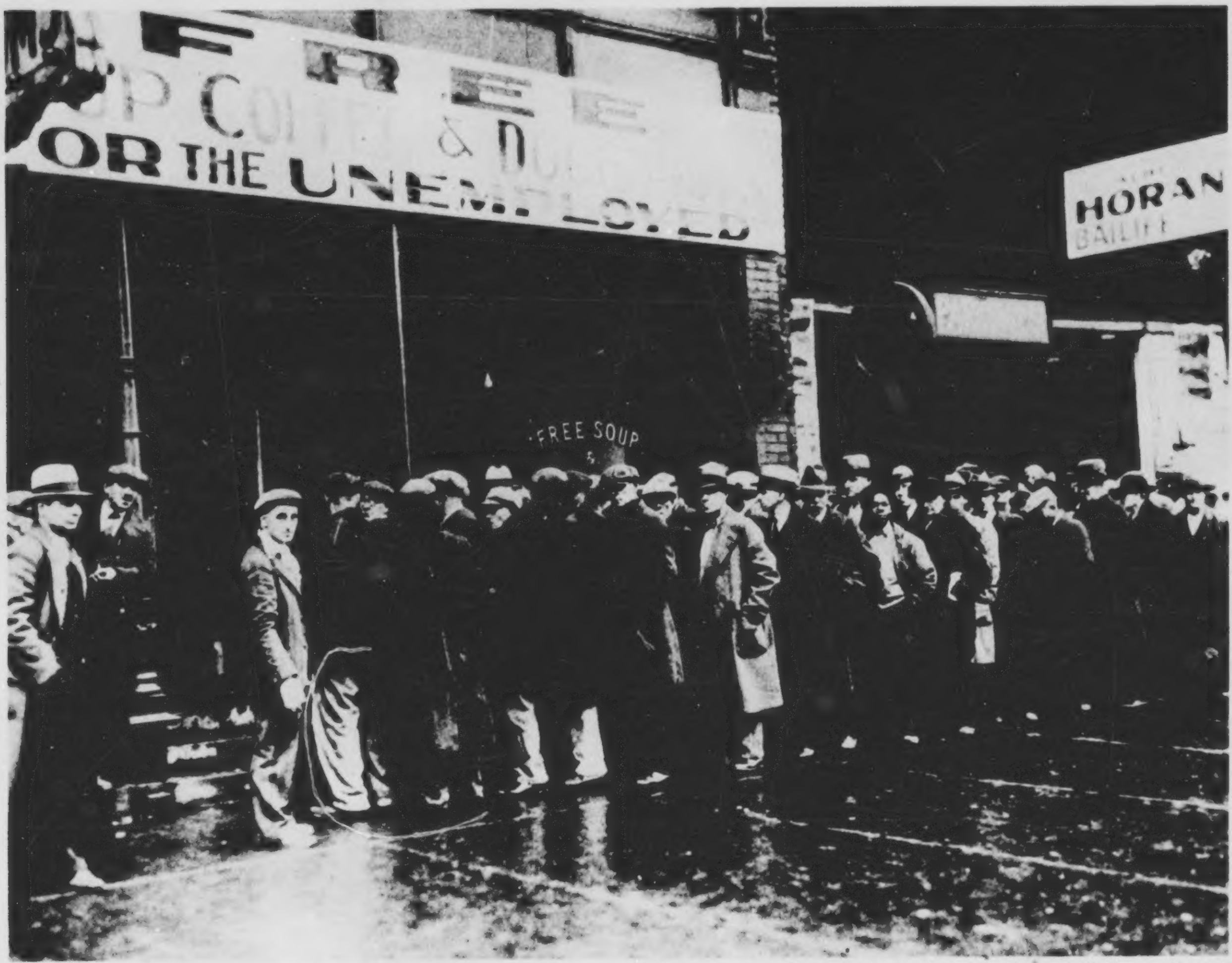
Program Fact Sheet/CETA: A Thumbnail Sketch by Titles
Program Fact Sheet/ETA Programs to Aid the Unemployed
Program Fact Sheet: Employment and Training for Youth

All of the above are available by contacting:

Office of Information
Employment and Training Administration
U.S. Department of Labor
Patrick Henry Building
601 D Street, N.W.
Washington, D.C. 20213

Young
Dark Brother
Looking for a way
To make it in life
Going to school
Making bread
In the ghettos
Busting heads
Traveling the streets
With all his pals
Going to discos
Meeting gals
But that was yesterday
Now of age this young brother
Is on his own
He'll work his body
To the bone
Or die struggling!
But he'll have to work
Harder than anyone in his field
To make it in our complicated world
And if he succeeds
He'll remember back
To when he had less
And try even harder
To become better
Than the rest.

Stacey
from INNER VISIONS
Sugar Loaf Union Free School
Chester, New York


FREE
P COFFE & DO
OR THE UNEMPLOYED
FREE SOUP
HORAN
BAILIFF

Unemployed men queued outside a depression soup kitchen opened in Chicago by Al Capone. The store front sign reads "Free soup, coffee & doughnuts for the Unemployed," February 1931.

Photograph available from National Archives Still Picture Branch
© National Archives

TEARS

Tears
The crystal rags
Vicious tatters
of a worn-through soul
moans
Deep swan song
Blue farewell
of a dying dream.

Anonymous
Girlstown, U.S.A.
Austin, Texas

A Guide to Seeking Funds from CETA—a booklet to assist individuals and organizations to learn how to apply for CETA monies. Contact:
Women's Bureau
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, D.C. 20210

Index to Publications of the Employment and Training Administration—a cumulative index of publications issued by the Employment and Training Administration from January 1973 to December 1977. Contact:
ETA Inquiries Unit
U.S. Department of Labor
Patrick Henry Building
601 D Street, N.W., Room 10225
Washington, D.C. 20213

For information on CETA arts projects or for further information on the potential use of CETA funds for the arts in your own community, contact your local prime sponsor. For a list of CETA prime sponsors, see the Appendix, page 186.

For further information and assistance on specific applications of CETA and the arts, contact:

George Koch
Employment and Training Administration
Patrick Henry Building
Room 9020
601 D Street, N.W.
Washington, D.C. 20213
(202) 376-7342

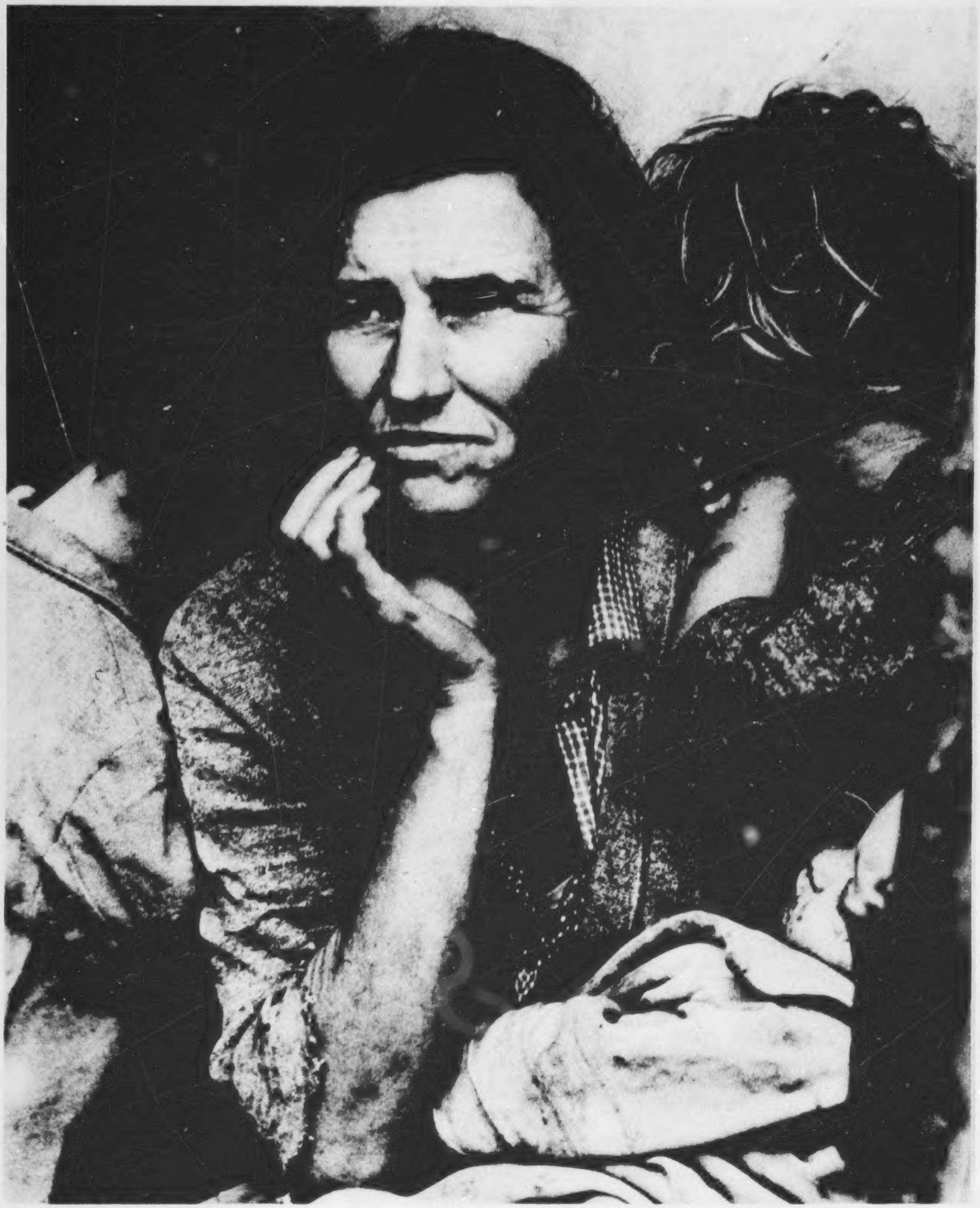
General Services Administration

National Archives

The National Archives, administered by the General Services Administration's National Archives and Records Service, documents American history from colonial times to present and maintains valuable records from the three branches of the federal government. The holdings of the National Archives include billions of documents, maps, still pictures, thousands of films, and sound recordings. The National Archives Library contains nearly 200,000 volumes covering American history and archival science. Copies of many archives documents and materials are available to the public.

Education Division

The Education Division of the National Archives promotes teaching through the use of historical



"Migrant Mother" by Dorthea Lange
From the Master Photographers series

Library of Congress Prints and Photographs Division documents and other records signifying historical events. Through a new series of publications, the Education Division offers classroom teaching units to supplement secondary level social studies curriculums. The units currently available are:

World War I: The Home Front;
The Great Depression and the New Deal; and
World War II: The Home Front.

Each package contains forty to fifty reproductions of documents, charts, photographs, letters, and posters. The materials deal with issues related to those particular periods of history and to public, political, and governmental response to those issues. Each unit may be purchased for $25.00.

To assist teachers in developing their own materials using National Archives documents, the Education Division also offers an annual summer workshop.

For further information and a brochure on how to obtain teaching units and materials describing the summer workshop, contact:

Academic and Curricular Development Unit
Education Division
National Archives
8th and Pennsylvania Avenue, N.W.
Washington, D.C. 20408
(202) 523-3347

Audiovisual Archives Division

The Audiovisual Archives Division of the National Archives preserves motion pictures, sound recordings, and still pictures which are available to the public for viewing, taping, listening, and/or purchasing.

- **Motion Picture Unit**

  The Motion Picture Unit maintains 82,000 reels of edited and unedited motion pictures including newsreels, documentaries, and a few feature films. Individual researchers may study films in the Motion Picture Research Room. Groups may view them in the National Archives theater at no cost. In either case, reservations should be made in advance. Films will be shown for educational purposes only—not as social or entertainment programs.

  The Motion Picture Unit will supply master positive, negative, and print footage with or without sound to filmmakers and other users. A price list is available on request.

- **Sound Recording Unit**

  The Sound Recording Unit includes 47,000 recordings of speeches, interviews, and news broadcasts dating from 1896 to present. Al-

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FACES

faces hide
in their eyes
faces of hatred
resentment
and the like
shades of strangers
they come off in screaming torment
cutting words
that burst into flames
then explode
burning holes through your heart.
then
they retreat
leaving only faces of familiar
smiling butterscotch sweet
offering a simple, "I'm sorry"
you listen
but you don't believe
because you know they'll return
like always
they appear in their eyes.
the faces do

Vicky
Falls Bridge School
McLean, Virginia

Poison—A Cheyenne woman
Photograph available from National Archives Still Picture Branch
© National Archives

though the collection contains a few entertainment and musical selections, it consists mainly of documentary and public information items with the fullest coverage given to the era of the two World Wars.

The Sound Recording Unit furnishes reproductions of sound recordings, subject to copyright and/or restrictions imposed by the donor. Individuals interested in sound recording reproductions are encouraged to visit the Archives personally to obtain copies, but a limited number of inquiries can be answered by mail. An index of sound recordings is available through the Audiovisual Archives Division.

- **Still Picture Unit**

The Still Picture Unit contains close to 5 million still picture items, including artworks, photographs, posters, maps, and documents. Audiovisual materials dating from the 17th century to present document the history, culture, economy, politics, and diplomacy of the United States and other countries. Categories for still picture items available to the public include "Indians in the United States," "The American West," "Contemporary African Art," and "Pictures of the Revolutionary War." Copies of still picture items may be obtained at a very reasonable cost. (The price for an 8 x 10 matte or glossy print is $4.65. A 16 x 20 print is $9.50.) Price indexes and order forms are available upon request.

Anyone needing audiovisual materials may use the resources of the Audiovisual Archives Division located at the National Archives in Washington, D.C. A researcher's pass may be obtained quickly, but appointments should be made several days in advance. Requests for information should be as specific as possible. Generally, the resources of the Archives in the public domain may be incorporated into new films, books, or records, again subject to particular copyright or other restrictions. Published material must be credited to the National Archives.

For information, catalogs, and price indexes for motion pictures, sound recordings, or still picture items, contact:

Audiovisual Archives Division
The National Archives
General Services Administration
Washington, D.C. 20408
(202) 523-3010 (General Information)
(202) 523-3267 (Motion Picture Unit)
(202) 523-3294 (Sound Recording Unit)
(202) 523-3236 (Still Picture Unit)

Geneological Records

The National Archives also has custody of millions of records invaluable to geneological researchers. They include birth, marriage, and death records, population censuses dating back to 1790, records relating to Indian tribes dating from 1830-1940, land records, immigration and customs passenger lists dating back to 1800, and military records. To obtain copies of geneological records and for assistance with geneological research, contact the appropriate Regional Branches of the National Archives listed in the Appendix on page 185.

In addition to audiovisual materials, the National Archives has a number of publications available to the public. A booklet, *Select List of Publications of the National Archives and Records Service* is available upon request. Contact:

Publications Sales Branch
National Archives
Washington, D.C. 20408
(202) 523-3164

Another quarterly publication available from the National Archives is *Prologue*, a journal featuring color illustrations and articles on American culture and history. Subscriptions are $8.00 per year. Contact:

Cashier
National Archives (GSA)
Department A02
Washington, D.C. 20408

A *Researcher's Guide to the National Archives* is an extremely helpful booklet describing all the services provided by the National Archives. Contact:

Public Information Office
National Archives
General Services Administration
Washington, D.C. 20408

Documents From America's Past: Reproductions From the National Archives is the catalog describing printed facsimiles and reproductions of documents available through the National Archives. To obtain a copy, contact:

Publication Sales Branch
National Archives
Washington, D.C. 20408
(202) 523-3164

WHY I CRY

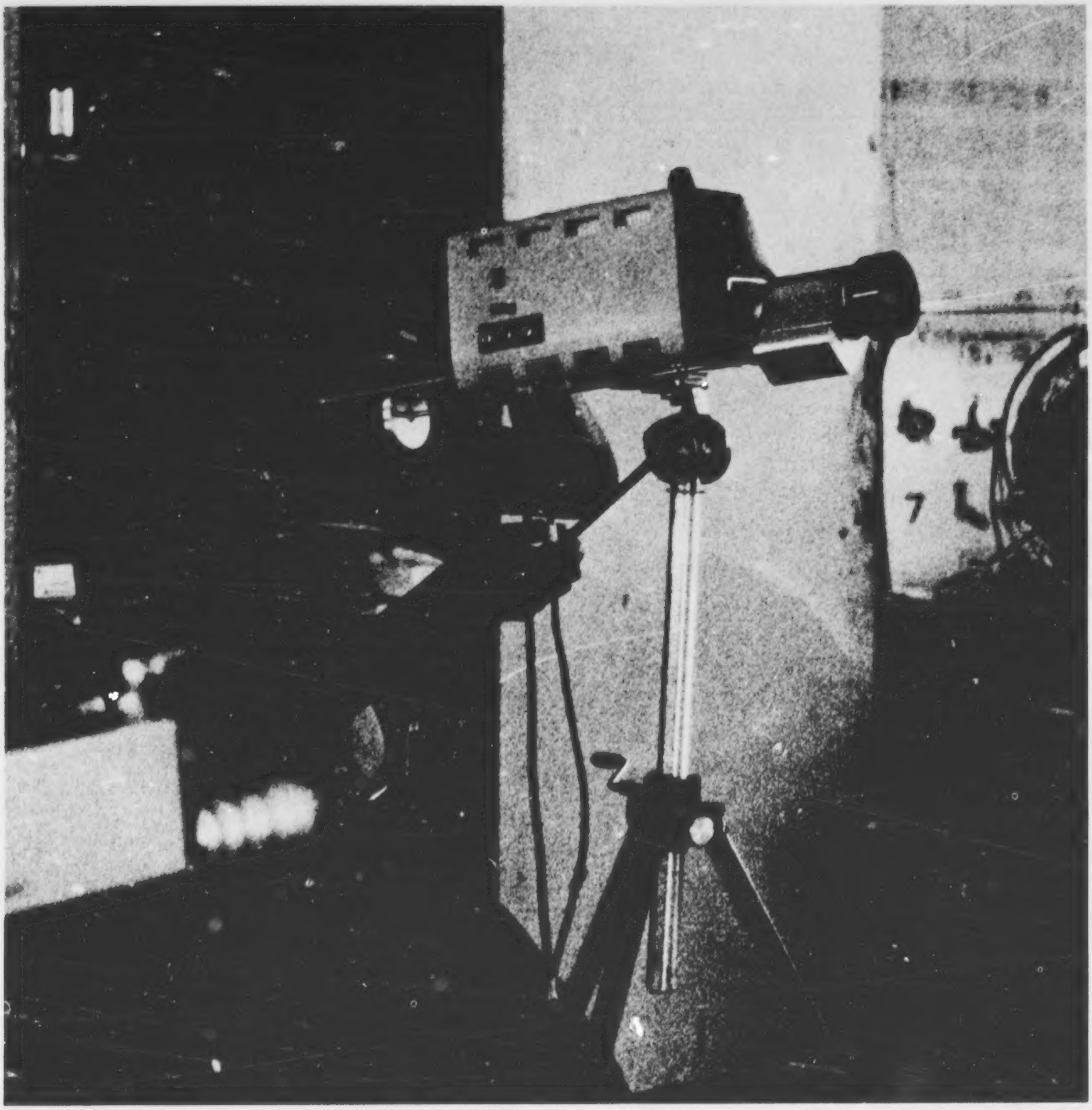
As she ran through the country
Roads on a cold winter's night,
Only a T-shirt for warmth and
No smile to light the way.
Fifteen years of age, being
Chased by a drunken father,
Running from the world and its
Pain with no way of knowing
The journey had just begun.

Following the country roads
Were foster homes, group homes,
Friends' homes,—at times no
Home at all.
No trust and no love,
Only hate and fear and flight.

Flora
from BUT WHY SHOULD I
BELIEVE THEM?
WRITINGS BY STUDENTS AT
UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

For general information about the National Archives and the services it provides, contact:

Archives Public Information
National Archives
General Services Administration
Pennsylvania Avenue at 8th Street, N.W.
Washington, D.C. 20408
(202) 523-3099



Photograph by Ricardo Hernandez

National Audiovisual Center

The National Audiovisual Center serves as a central clearinghouse for all audiovisual materials produced by federal agencies. Materials distributed by the Center include films, filmstrips, sound recordings, and slides. A wide selection of arts and fine arts audiovisuals is available. They include the following:

Wishes, Lies and Dreams: Kenneth Koch Teaching Children How To Write Poetry (1970)—explores a poet's unique methods of teaching literature to children in the classroom. Emphasizes the job of creative teaching. (16mm film produced by the National Endowment for the Arts.) Rental price: $12.50. Sale price: $168.25.

Say It With Hands—A Series (1973)—twenty-six thirty minute lessons which develop expressive communication skills and teach the art of sign language. (16mm films produced by the Bureau for the Handicapped; Department of Health, Education and Welfare.) Not available for rent. Sale price: $2,475.00.

The National Folk Festival (1950)—three part series featuring folk songs and dances performed by people from diverse cultures. (16mm film produced by the U.S. Army.) Rental price: $10.00. Sale price: $33.00.

The Photographer (1950)—shows the personality, philosophy, techniques, and artistry of Edward Weston. (16mm film produced by the U.S. Department of State and released by the Office of Education, HEW.) Rental price: $10.00. Sale price: $99.00.

Copland Portrait (1975)—offers Aaron Copland's insights and reflections on American musical history. (16mm film produced by the U.S. Information Agency.) Rental price: $22.00. Sale price: $175.00.

Origins of the Motion Picture (1955)—presents the historical development of the art of motion picture making from the earliest suggestions of Leonardo Da Vinci to the sound motion picture perfected by Thomas Edison. (16mm film produced by the U.S. Navy.) Not available for rent. Sale price: $69.25.

Music—A Series (1978)—a series of ten programs exploring the basic elements of music and the wide variety of musical styles including jazz, blue grass, gospel, pop, classical, and Gregorian chant. Accompanied by a 64-page Teacher

The flies are in the house.
I see the flies on the apple.
Flies are nasty.

The girl cried for her doll.
The boy cried when he broke his bike.
The baby cried for some milk.

I tries to play tennis.
I tries to work hard.
I tries to make money.

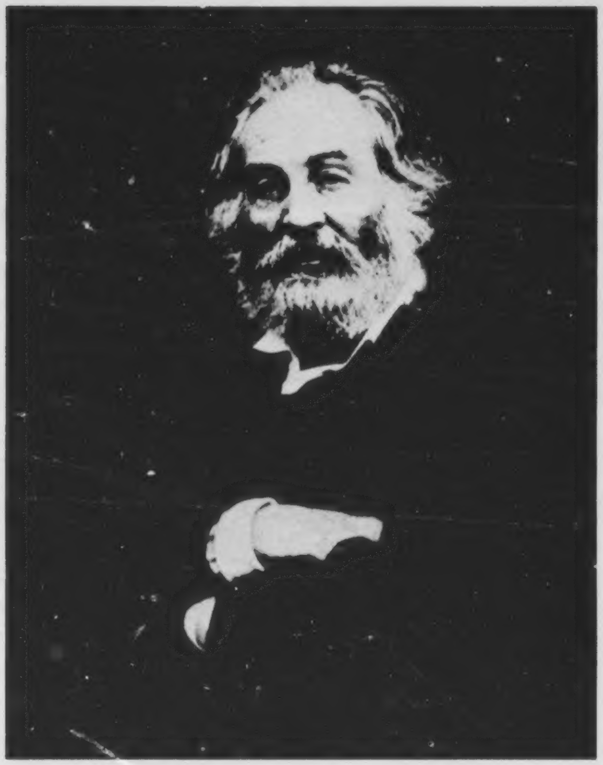
Some countries are hot.
Some countries are cold.
Some countries are warm.

The cities weather change.
In the cities it is hard to find a job.
The cities are cold now.

My sister is getting married.
I am getting married.
My brother is married.

My brother carried a gun to the show.
I carried a big bat.
I carried a knife to school.

Ronnie
Chesapeake Center
Baltimore, Maryland



Walt Whitman ©National Archives
Photograph from the Mathew Brady Portfolio of Eminent Americans. Available from the National Archives and Record Service

Guide. (16mm film and video cassette. Produced by the Office of Education, HEW.) Currently not available for rent. Sale price: $162.50; 16mm film. $100.00; 3/4″ video cassette.

Film Classics—a variety of films made by various federal agencies that have become classics over time. They include: The Battle of San Pietro (1945), Directed by John Huston, produced by the U.S. Army; The River (1939), Directed by Pare Lorentz, produced by the Department of Agriculture; Prelude to War (1942), Directed by Frank Capra, produced by the War Department.

A Reference List of Audiovisual Materials Produced by the U.S. Government, 1978, (GPO Stock No. 052-003-00497-6) is also available through the Government Printing Office for $5.75. This is a select list of 6,000 audiovisual materials produced by 175 different federal agencies. To obtain copies, contact:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Catalogues and select listings of current titles of national audiovisual materials available for sale or for rent are also published regularly as well as brochures and filmographies on specialized subjects.

For further information, contact:

National Audiovisual Center
Reference Section
General Services Administration
Washington, D.C. 20409
(301) 763-1896

Federal Surplus Property Program

Federal surplus personal property donation programs enable certain non-federal organizations to obtain personal property the federal government no longer needs. Eligible recipients include public agencies, non-profit educational and public health organizations, educational groups affiliated with the armed services, and public airports. Personal property that may be available under this program includes office machines and supplies, furniture, hardware, boats, airplanes, and many other items.

State surplus property agencies have been established by each state, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam to distribute designated federal surplus personal property. These agencies advise applicants of eligibility requirements and procedures to be followed in acquiring surplus items. A list of state surplus property agencies may be found in the Appendix on page 209.

For further information, contact:

Office of Personal Property Disposal (FW)
Federal Supply Service
General Services Administration
Washington, D.C. 20406
(202) 472-1701

Federal Information Centers

Operating in 37 major metropolitan areas, with 37 other cities connected by toll free telephone lines, the Federal Information Centers act as clearinghouses for information about the federal government. Anyone with a question about the government or about which of its offices can provide needed information may contact an FIC by phone, visit, or mail; the FIC will supply the information or refer the questioner to the person or agency that can.

See page 211 of the Appendix of this manual for a directory of Federal Information Center tielines, or contact:

FIC Coordinator
General Services Administration
General Services, Room 6113
Washington, D.C. 20405
(202) 755-8660

Government Printing Office

Each year, Federal Government agencies prepare and release tens of thousands of printed materials and publications ranging from pamphlets and posters and maps to multi-volume reports. Some are available free and some are for sale. Many of these items are printed and sold to the public by the Government Printing Office (GPO). The GPO Superintendent of Documents provides nearly 25,000 different titles for sale on a continuing basis.

Titles break down into subscriptions and publications. A "subscription" provides the subscriber with a number of issues during a stated period of time. A "publication" identifies a single book, report, pamphlet, poster, map, or form.

All of the publications and materials for sale have been grouped into related subjects issued as *Subject Bibliographies*. Bibliography categories include Africa, Anthropology and Archeology, Architecture, Art and Artists, Photography, Poetry and Literature, Printing and Graphic Arts, and Smithsonian Institution.

The Government Printing Office also supports twenty-five (25) regional bookstores each of which has a complete microfiche catalog of all GPO titles and subscriptions in addition to selected publications for sale. A list of GPO Regional Bookstores can be found on page 214 of the Appendix.

The *Consumers Guide to Federal Publications*, a pamphlet distributed by GPO, describes how to obtain Subject Bibliographies and how to order government documents.

Selected U.S. Government Publications is issued eleven times a year and advertises various high interest publications for sale. Both are free.

Contact:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(202) 783-3238

John F. Kennedy Center for the Performing Arts

Alliance for Arts Education

The Alliance for Arts Education (AAE) created in 1973, is a joint project of the Office of Education and the John F. Kennedy Center for the Performing Arts. The goals of the Alliance are: to facilitate a network for communication and cooperation between arts and education agencies; to provide (at the Kennedy Center and elsewhere) a showcase for exemplary arts education programs which can serve as models for the arts community; and to provide technical assistance to local education agencies and representative organizations and individuals concerned with arts and education. To achieve these objectives, AAE works closely with national arts organizations and supports a variety of programs and projects at the Kennedy Center and at the state level.

Together with the Office of Education, AAE has monitored grants to state and local agencies for the development of comprehensive arts education programs. The Alliance also formed state committees in all fifty states to work cooperatively with state and local education agencies as well as state professional organizations and arts agencies in promoting, developing, and implementing arts education programs in schools and other communities. A list of AAE State Communities together with a description of the AAE State and Local Program appears in Chapter III, *State and Local Assistance.*

Major AAE Publications include:

Alliance for Arts Education State Reports 1976/77 —a comprehensive report on each state's effort to implement improved arts education.

Programs That Work—a compilation of descriptions of successful arts education programs at the state and local levels. A useful tool for those interested in planning similar programs.

Interchange—a national newsletter focusing on state and national issues affecting arts education.

To obtain copies of these publications and for further information on AAE, contact:

Forbes W. Rogers, Executive Director
Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566
(202) 254-7190

Programs for Children and Youth

Programs for Children and Youth is a public service effort initiated by the Alliance for Arts Education. It sponsors free performances for children and youth attending Washington, D.C. area schools; provides an annual series of teacher workshops related to arts education; and develops arts education materials for both teachers and students. Current materials include the following teaching guides:

An African Experience: Traditions Through African Arts;
Ancient Egypt: Art and Artifacts;
An Eskimo Experience: Inuit Arts and Environment; and
The Indian Experience: A Guide to Communication Through The Arts

While these publications were designed for teachers and students attending Kennedy Center performances, they include ideas which can be applied anywhere.

For copies of the above and for more information on the AAE Programs for Children and Youth, contact:

Jack Kukuk, Director
Programs for Children and Youth
Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566
(202) 254-9744

DOESN'T IT SEEM WRONG?

The day afterwards
we went into school anyway,
even though I had red marks on my arms
and she had a black eye.
But we didn't tell anybody.
I was six and a half, my sister was seven.
We didn't even know the word rape.
Still, when they called me down to the office,
I knew they'd found out somehow what my daddy had done.
There were two police officers and a lady
named Miss Norma Bland.
When I saw how they had my sister,
I kind of went crazy, I started
beating them up then I ran
right out of the school.
But they caught me, and they drove me away
to a foster home, and then another, then another,
and finally out to Girlstown because I
"had no respect for adults."
Anyway, I never seen my parents or
my brothers or my sisters since.
Doesn't it seem wrong that they can just
take you away
from your family like that,
whether you want to go or not?

by Marion Winik with students from
Girlstown, U.S.A.
Austin, Texas
from THREE GENERATIONS:
DANCES OF LIFE

National Aesthetic Education Learning Center

The National Aesthetic Education Learning Center is jointly sponsored by the National Institute of Education, the Alliance for Arts Education, and CEMREL, Inc., a private educational "laboratory." The Center sponsors a series of workshops in Washington, D.C. for area educators and sponsors symposia on arts education issues. The Center also works with schools in the Washington, D.C. area using materials developed by CEMREL's Aesthetic Education Program. The National Aesthetic Education Learning Center may be used as a resource center for review of the Aesthetic Education Program and other arts education materials.

Contact:

Bennett Tarleton
NAELC
John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566
(202) 296-6853

National Committee: Arts For the Handicapped

The National Committee: Arts For the Handicapped is an educational affiliate of the Kennedy Center. Its purpose is to provide opportunities in the arts for children who are physically and mentally disabled. They have produced several useful publications which include:

Arts For the Handicapped: Why?—a collection of personal statements and case studies by parents and arts educators which describe the impact of the arts on physically and mentally disabled children. Price: $3.00.

Phantasmagoria—A resource guide to people, places and materials related to developing arts programs for physically and mentally disabled children. Price: $3.00.

Arts Brochures—Four colorful brochures which describe why the arts are important to disabled people. The cover designs are reproductions of art work created by disabled children. Price: $1.00.

For copies of these publications and for more information, contact:

National Committee: Arts for the Handicapped
Suite 801
1701 K Street, N.W.
Washington, D.C. 20006
(202) 223-8007

TOMORROW

Every morning she opens her eyes
And watches the sun as it shines
Through the bleak, lonely room in
Which she lives. She dresses and
Leaves staring at the frowning faces
And sad eyes. She thinks of all the
Children without homes and people
Without friends. She wishes she
Could change things but knows not
To try. At night when she returns
She closes her eyes and prays for
A brighter tomorrow.

Flora
from BUT WHY SHOULD I
BELIEVE THEM?
WRITINGS BY STUDENTS AT
UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

The American Film Institute

The American Film Institute is dedicated to preserving and developing the nation's artistic and cultural resources in film. It distributes a series of publications with basic information about film and television. Entitled *Factfiles*, the series is designed to meet the needs of teachers, librarians, researchers, and filmmakers. Available titles include:

Film and Television Periodicals in English—annotated listing of over 160 periodicals with indexes and bibliography of reference sources.

Film/Video Festivals and Awards—competitive and non-competitive festivals both national and international with dates, contact addresses, entry requirements, and indexes.

Guide to Classroom Use of Film—how to obtain, project, and use film and videotape in the classroom.

Women and Film/Television—organizations that assist women in production, counseling, job referral. Extensive bibliography.

Independent Film and Video—organizations, services, festivals, and a bibliography.

Movie and TV Nostalgia—organizations, events, sources of books, stills, memorabilia, sources of film for collectors, list of magazines, bibliography.

Film Music—organizations and associations, schools, sources of soundtrack recordings and production music, bibliography.

Animation—organizations, training programs in schools, distributors, equipment sources, film festivals, bibliography.

Third World Cinema—organizations, film study, and archives in Third World countries, festivals, distributors, bibliography.

Film/Television: A Research Guide—reference sources, organizations, bibliography for researchers.

Film/Television: Grants, Scholarships, Special Programs—programs for film/video makers, researchers, students, information sources, bibliography.

LET ME BE A KID

Parents make up your minds do you want children.
Parents make up your minds do you want children.
Set me free and let me play out in the playground.
Let me be just a kid out in the playground.
Let me be young before I get old.
Let me be a kid.
Let me be young before I get old.
Let me be a kid.
Just let me be young that's what I am, young.
Oh, let me be young that's what I am, young.
Oh, let me be young that's what I am, young.
Oh, let me be young that's what I am, young.
Let me be a kid!

from *Runaways*, a
play by Elizabeth Swados

Factfiles may be purchased for $3.00 each ($2.00 to AFI members). Send check or money order (prepaid only) to:

AFI
NES Publications
John F. Kennedy Center
Washington, D.C. 20566

Allow 4 to 6 weeks for delivery.

Library of Congress

The Library of Congress is the national library for the United States and probably the largest library in the world. Its collection includes more than 74 million items—books, periodicals, pamphlets, manuscripts, rare books, maps, photographs, motion pictures, and recordings of music, folk songs, poetry, prose, and speeches. The library is located in Washington, D.C., but it provides numerous services to the general public.

Reference and Bibliography Division

On-site reference, bibliographic, and research assistance is provided to researchers and students over high school age. A limited number of books and materials may be loaned to individual researchers through inter-library loans. A limited number of written inquiries pertaining to special Library of Congress materials from those who have exhausted state, local, and regional resources will be answered.

Contact:

General Reference and Bibliography Division
Library of Congress
Washington, D.C. 20542

Music Division

The collections of music and music literature assembled in the Library of Congress include over 4,000,000 pieces of music, 300,000 books and pamphlets, and about 700,000 sound recordings; these reflect the development of music in Western Civilization from earliest times to present. Every type of printed music, from the classics to rock, is represented. The Reference Section of the Music Division will respond to inquiries for information from all areas of the United States.

The Music Division's Archive of Folk Song maintains and administers a collection of recorded folk, primitive, and exotic music focusing on the native culture of the United States. The Archive of Folk Song includes over 80,000 sound recordings of songs, dances, and folk tales.

ANNE SHIRLEY
CHATTERBOX
STARTING
FRIDAY
MAR
20
CAROLE LOMBARD
LOVE BEFORE BREAKFAST
Wilson's
CAPITOL
8
BIG
ACTS
VODVIL

"Billboards" by Walker Evans
From the Master Photographers series

Library of Congress Prints and Photographs Division

Copies of many Music Division recordings are available to the public.

For catalogs and mail order information, contact:

Music Division
Library of Congress
Room G-144
Washington, D.C. 20542
(202) 426-5507

and

Archive of Folk Song
Library of Congress
Room G-152
Washington, D.C. 20542
(202) 426-5510

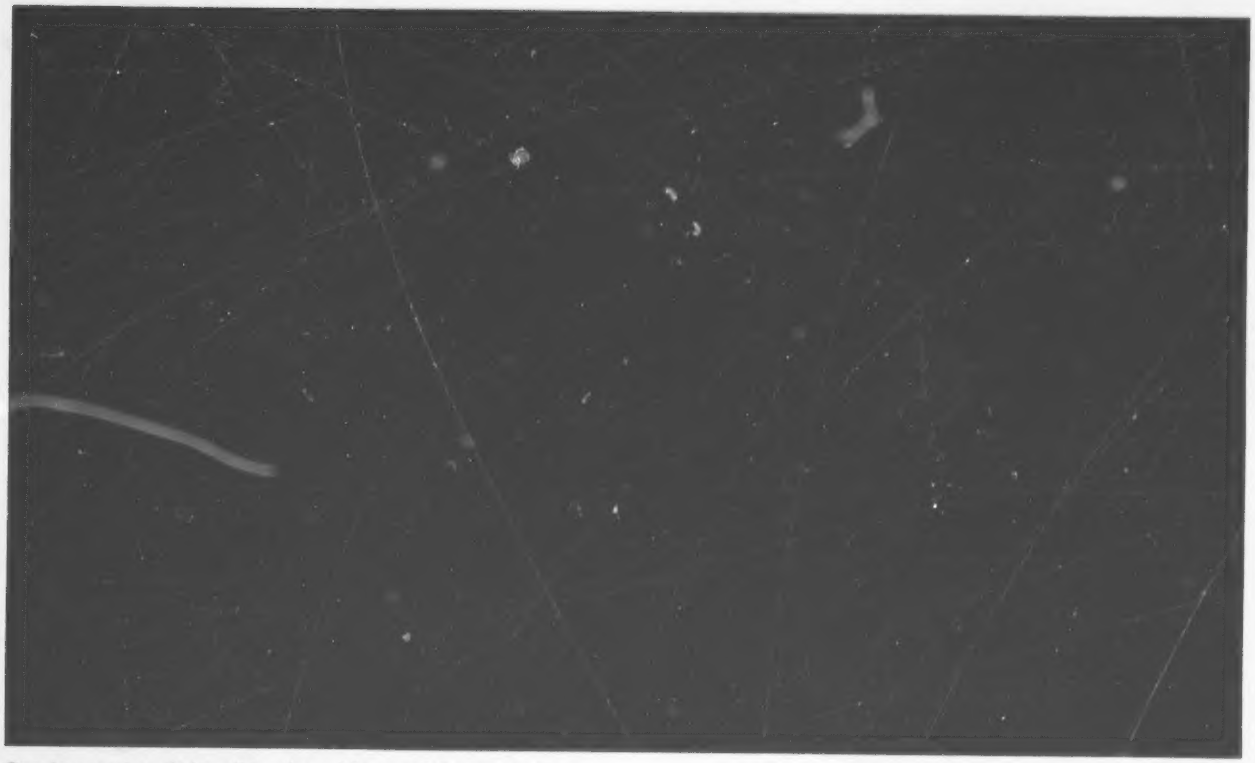
Prints and Photographs Division

The Prints and Photographs Division maintains 10 million prints, photographs, negatives, posters, and other pictorial materials. Copies of many of them are available to the public. The following publications describe materials available from the Prints and Photographs Division.

Viewpoints, A Selection from the Pictorial Collections of the Library of Congress, Washington, D.C., Library of Congress, 1975. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: $9.20.

American Prints in the Library of Congress. A Catalog of the Collection of Fine Prints. Compiled by Karen F. Beall (published for the Library of Congress by the Johns Hopkins Press, Baltimore and London, 1970). Price: $35.00.

Image of America. Early Photography, 1839-1900. Catalog of an exhibition held at the Library of Congress, Washington, D.C., on February 8, 1957. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: $1.25.



One in a series. Color slides from Library of Congress Bicentennial Exhibit: Replica, Gadsden Flag of South Carolina

Library of Congress Flags of the Revolution, LC-SL-17

The American Revolution in Drawings and Prints, A Checklist of 1765-1790 Graphics in the Library of Congress. Compiled by Donald H. Creswell, Washington, D.C. Library of Congress, 1975. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: $14.35.

Life on the Texas Range. Photographs by Erwin Smith, text by J. Evetts Hales. Austin, University of Texas Press, 1973 (reprint of 1952 edition). Price: $12.50.

For further information, contact:

Prints and Photographs Division
Library of Congress
Thomas Jefferson Building
Room 1051
Second Street and Independence Avenue, S.E.
Washington, D.C. 20540
(202) 426-5836

Division for the Blind

The Library of Congress has more than 4 million books, magazines, and musical scores in Braille and on record and tape. These are available for free distribution to blind readers through 53 cooperating regional libraries.

Contact:

Division for the Blind
Library of Congress
Washington, D.C. 20542

Local History and Geneology Division

Library of Congress staff members expert in geneological history will help people research their family history in the local History and Geneology Reading Room. The Library's collection includes 5,000 volumes focusing on local history, census records, immigration records, passenger lists, land grants, birth and death records, marriage records, and more. The staff will respond to phone inquiries and written requests for information, time permitting.

Contact:

Local History and Geneology Division
Library of Congress
Thomas Jefferson Building, 5th Floor
Second Street and Independence Avenue, S.E.
Washington, D.C. 20540
(202) 426-5537

"FREEDOM"

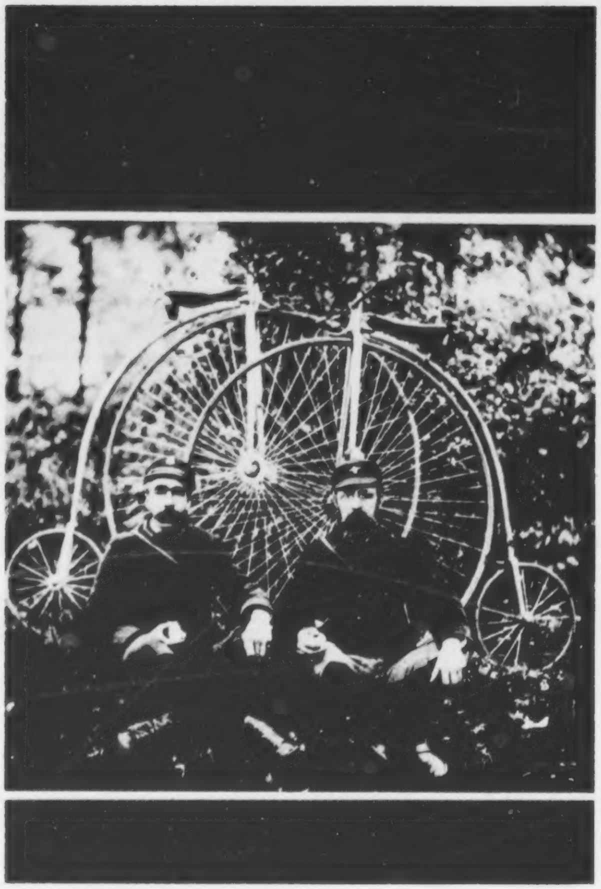
I set in my room
behind four walls
with nothing to do just
praying they fall.

I wonder when they
will set me free
so mom can see the
change in me.

I am serving time for
a dumb ass crime
but good buddy I'll
do fine.

Some day I'll be free
then every-one can
see what I'll be.

B.
Scioto Village
Powell, Ohio



Catalog; Library of Congress

The American Folklife Center

The purpose of the American Folklife Center is to preserve and present American folklife through programs of research, documentation, archival preservation, live presentation, exhibition, publication, information dissemination, and other activities involving the many folk cultural traditions of the United States. The Center is not a grant giving agency but rather an agency committed to an active program for the preservation and presentation of American folklife. Specifically, the Center will: coordinate the folklife activities within the Federal Government and cultural institutions nationwide; respond to requests from local and state agencies for assistance in fostering and presenting local folklife; and initiate projects (research, publications, presentations by the media, live presentations, and exhibits) to preserve and present diverse American folklife.

The Center has produced several useful publications. They include:

Folklife and the Federal Government: A Guide to Activities, Resources, Funds and Services (1977). A resource guide to American folklife. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: $2.75.

Folklife Center News. A quarterly newsletter reporting on American folklife. FREE.

To obtain a subscription to Folklife Center News and for further information on the Center, contact:

American Folklife Center
Library of Congress
Washington, D.C. 20540
(202) 287-6590

Copyright Service

The Library of Congress administers the National Copyright Law for the legal protection of creative and artistic works. Copyright information is available free of charge.

Contact:

Copyright Office
Library of Congress
1921 Jefferson Davis Highway
Arlington, Virginia 20559

Catalogs listing additional resources available through the Library of Congress include:

Library of Congress Publications in Print: Spring 1979 (includes information on how to order books, recordings, prints, posters, and other Library of Congress items).

The Library of Congress Card and Gift Catalog: 1979-1980.

To obtain copies of both publications, contact:

Library of Congress
Publishing Office
Washington, D.C. 20540

National Endowment for the Arts

The National Endowment for the Arts (NEA), an independent agency of the Federal Government, was created in 1965 to encourage and support American arts and artists. Its major goals are: to make the arts widely available; strengthen cultural organizations; preserve our cultural heritage; and help develop the nation's finest creative talent.

The Endowment's purpose is to increase opportunities for artists and to encourage involvement in the arts by private citizens. Three different types of financial assistance are provided by the Endowment: fellowships to artists to help them advance their work; matching grants to non-profit tax exempt organizations ("Matching" means that the applicant must cover at least half the cost of the project and match the Endowment's money dollar for dollar); and grants to state and regional arts agencies.

The Endowment awards grants through nine programs that represent specific arts disciplines. They are:

Architecture, Planning and Design
Dance
Literature
Media Arts: Film/Radio/Television
Museums
Music
Opera Musical Theater
Theater
Visual Arts

It also administers five interdisciplinary programs:

Education
Expansion Arts
Federal/State Partnership
Folk Arts
Special Projects

Each of the above programs is different from the others and each provides support to specific constituencies. Only those programs that could potentially support projects for young people in the juvenile justice system are described here.

> *Schools should help the student acquire the skills, knowledge, and attitudes which will guide him through life. Yet inside these schools, where the adolescent lives for as much as six hours a day, five days a week, there is often little congruence between what is studied and what is imperative for life development. Many secondary schools have rigorous schedules, and stress the acquisition of prescribed skills, conformity, and submission to authority, leaving little room for the exercise of choice, individuality, and creativity.*
>
> The Arts, Education and Americans Panel
> from COMING TO OUR SENSES: THE SIGNIFICANCE OF THE ARTS FOR AMERICAN EDUCATION

Photograph by Tess Steinkolk for the Living Stage; Arena Stage

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Each second we live is a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that two and two make four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child like you. And look at your body—what a wonder it is! Your legs, your arms, your cunning fingers, the way they move! You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work—we all must work—to make this world worthy of its children.

Pablo Casals

Arts Programs

Architecture, Planning and Design

This program promotes excellence in design by funding activities in urban design, architecture, landscape architecture, and other areas related to professional design. One category included in this program—Livable cities—funds activities to demonstrate that good design can have a positive effect on community spirit and enhance the quality of life by improving the built environment. The Cultural facilities research and design grant category helps communities plan new or renovated facilities for cultural activities. Research and Design grants do not support purchase of real estate or construction costs.

For further information and program guidelines, contact:

Architecture, Planning and Design Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-4276

Literature

The Literature Program aids creative writers including poets, novelists, short story writers, playwrights, essayists, and literary critics. It does this through direct fellowships, funding of residencies for writers, and support for non-commercial magazines and small presses that publish the work of creative writers. The residencies for writers category enables organizations (e.g., youth agencies) and public institutions (e.g., training schools, prisons) to sponsor residencies by published writers.

For guidelines and application forms, contact:

Literature Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506

Media Arts: Film/Radio/Television

The Media Arts Program provides assistance to individuals and organizations interested in producing, exhibiting, and preserving film, video, and radio works. Categories for which grants are awarded include In Residence/Media Arts Workshops programs and Production. The In Residence/Workshop program enables community organizations to invite renowned video specialists and filmmakers to conduct local workshops and share their expertise with local artists. Production grants are awarded to in-

> *I've made nine lectures lately to secondary school kids in the public schools who know nothing about the arts. They go home to their houses with their swimming pools, and drive through the commercial slums that exist in all cities. The poor kids go to a house without any floor, with no heat and so forth. Anyhow, they go home—they see nothing, they've had no perception of anything. And I'm outraged that this has been perpetrated upon them—that we have allowed this to happen . . .*
>
> O'Neil Ford
> from COMING TO OUR SENSES:
> THE SIGNIFICANCE OF THE ARTS
> FOR AMERICAN EDUCATION

Photograph by Tess Steinkolk for the Living Stage; Arena Stage

I have never drawn an artificial line between teaching and learning. A teacher, of course, should know more than his pupil. But for me, to teach is to learn.

Pablo Casals

dividuals or organizations planning a single film, radio, or video production which will be broadcast to a wide audience. Two affiliates of the Media Arts Program who support individual filmmakers are:

American Film Institute
Independent Filmmaker Program
501 Doheny Drive
Beverly Hills, California 90210

and

The Independent Documentary Fund for Public Television
The Television Laboratory
WNET—Channel 13
356 West 58th Street
New York, New York 10019

For guidelines and application forms for the Media Arts Program, contact:

Media Arts Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6300

Music

The goals of the Music Program are to support creativity and excellence in music performance and to develop informed audiences for music. Grants are awarded to a wide range of individuals and organizations. Grant categories include Jazz, Orchestra, Choral and Ensembles.

For more specific information, guidelines, and appropriate application forms, contact:

Music Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6390

Theater

The Theater Program primarily supports non-profit professional theaters. Funding is awarded both to companies that present the theater's traditional classics and to those that specialize in new and experimental works. The Program has three major goals: strengthening existing theaters; making high quality theater available to as many people as possible; and encouraging the development of creativity in the theater. The Theater program typically does not fund non-professional groups or commercial projects. It will also not provide start-up costs for new theater companies.

For more information, program guidelines, and application forms, contact:

Theater Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6387

Visual Arts

The Visual Arts Program assists painters, sculptors, printmakers, video artists, craftspeople, photographers, and critics of exceptional talent. Grants are awarded to arts organizations, local governments, universities, state arts agencies, and other non-profit tax exempt organizations. Funding is given to support working space for artists; art in public places; residencies for artists, critics, photographers, and craftspeople; photography publications; crafts workshops and master classes; crafts exhibitions; and planning and research by an individual artist.

For further information, program guidelines, and an application form, contact:

Visual Arts Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-1566

Interdisciplinary Programs

Education

The purpose of the Education Program is to give students and teachers an opportunity to develop an appreciation of art by working with professional artists in the classroom or in community projects. The major funding category for this program is the Artists-in-Schools Program. The program supports residencies in theater, dance, music, crafts, folk art, filmmaking, video arts, architecture, design, poetry and writing, photography, sculpture, printmaking, and painting. *The Endowment does not give grants directly to artists or schools.* Matching grants are awarded to state arts agencies and a few other organizations which administer the Artists-in-Schools Program, and participating schools and artists are selected by the state arts agencies. Individual artists, schools, or other organizations interested in the program should contact their state

Photograph by Ricardo Hernandez

arts agency. A list of State Art Agencies can be found in Chapter III, *State and Local Assistance.*

For additional information and program guidelines, contact:

Education Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6028

Expansion Arts

The Expansion Arts Program supports neighborhood and community arts organizations to expand the involvement of all Americans in the arts. The program encourages innovative projects which can be applied in low and modern income communities—especially those which assist people from different cultures to understand and work with one another. Examples of the activities supported by Expansion Arts include community based arts workshops offered to the public at little or no cost; community arts projects that offer performances, exhibits, and festivals; and summer arts projects. The guidelines for this program state that "the scope of the Expansion Arts Program is very broad, and we welcome exciting new ideas. Our program tries to remain flexible enough to be able to embrace them."

Contact:

Expansion Arts Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6010

Folk Arts

The Folk Arts Program funds non-profit, tax exempt groups such as community and cultural organizations, tribes, media centers, educational institutions, professional societies, and state and local arts agencies. Folk arts include music, dance, song, poetry, tales, oratory, crafts and rituals which express the multi-cultural heritage of Americans. The types of projects funded by the Folk Arts Program are: presentation of traditional arts and artists; documentation of a traditional arts via recordings, videotape, film, or photographs; and support for services which promote folk art (that is, conferences or investigative projects which focus on traditional arts).

Silkscreen by Self-Help Graphics and Art, Inc. funded by a Youth Projects grant from the National Endowment for the Humanities

Contact:

Folk Arts Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-4282

Special Projects

The Special Projects Program supports projects that embrace several arts disciplines and do not receive or are not eligible for funding from any other Endowment Program. Projects funded by this program should have potential for national or regional impact, and provide a testing ground for new ideas.

Contact:

Special Projects Program
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6020

Projects and Offices

In addition to the above programs the following endowment projects or offices might be of special interest to people working in juvenile justice programs.

Arts and Special Constituencies Project

Special Constituencies is an advocacy office which works to make the arts more accessible to institutionalized populations. It provides information and technical assistance to groups and individuals seeking support for such cultural activities.

Contact:

Paula Terry
Arts and Special Constituencies Project
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-4284

Minority Affairs Office

The Special Assistant for Minority Affairs acts as a liaison between the Endowment and minority groups and artists. S/he makes policy recommendations to directors of Endowment programs (that is, Special Projects, Expansion Arts, Education, and so forth); represents the Endowment at meetings of minority group organizations; and makes minority applicants aware of opportunities for support. Minority groups submitting applications for funding to NEA should send a duplicate application to this office.

Contact:

Gordon Brathwaite
Special Assistant for Minority Affairs
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-1640

The National Arts and the Handicapped Information Service

The National Arts and the Handicapped Information Service provides assistance and information to individuals and organizations who wish to know more about developing programs for people who are physically disabled. A number of publications and other resources which address this issue are also available. They include:

Annotated Bibliography—lists publications, media, and materials which address the arts and physically disabled persons.

Arts Education for Disabled Students—about visual, participatory, and performing arts programs and facilities for disabled children.

Arts for Blind and Visually Impaired People—addresses the question of how the arts can be made more accessible to the blind and visually impaired.

504 and the Performing Arts and *504 and the Visual Arts*—each publication addresses ways the Section 504 of Public Law 93-112—The Rehabilitation Act—can be applied to making the arts more accessible to physically disabled persons.

To obtain copies of the above publications and for further information, contact:

Larry Molloy, Director
The National Arts and the
Handicapped Information Service
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-4284

FEELINGS

Sometimes I feel so down hard
I feel like I might fall apart
But now those words come back to me
That's the day that I'll be free.

Ruby Lee
Girlstown, U.S.A.
Austin, Texas

Additional publications produced by the National Endowment for the Arts include:

The Cultural Post—a bi-monthly newsletter on the arts and national cultural issues. Annual subscription rates are $6.00. Contact:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Artists-in-Schools: Like a Humming in the Air (1973)—a report on the Artists-in-Schools Program highlighting the observations of participating artists, teachers, and children.

Artist/Teacher Institute—a report on a special project which brought New Jersey Teachers and artists together for a twelve-day shared experience.

Goals and Grants: National Endowment for the Arts—a booklet outlining the purpose of the Endowment and its funding efforts.

Guide to Programs: National Endowment for the Arts—published annually, this publication offers brief descriptions of each Endowment program and information on how to apply for financial support.

For further information about the National Endowment for the Arts and for copies of all of the above, contact:

General Information
National Endowment for the Arts
2401 E Street, N.W.
Washington, D.C. 20506
(202) 634-6369

A list of NEA Regional Arts Coordinators appears in the Appendix on page 216.

The National Endowment for the Arts has also produced a number of films. A partial list with information on how to obtain them follows:

Artists-in-Schools . . . In Your School—general overview of the Artists-in-Schools program's various components. (16mm color, 12 minutes produced by ComCorps, Inc.) Available from your State Arts Agency; or National Endowment for the Arts Film Library, c/o Association-Sterling Films, 1701 North Fort Myer Drive, Arlington, Virginia 22209. Rental price: Free loan*.

INDEPENDENCE

A single spark beginning as a child.
Now raging far into the depths of a young woman.
Too real to be ignored.
Too scorching to be touched.
Too violent to be held.

Yearning to be loved.
Wanting only the impossible.
Dissatisfied with the lot.
Senseless solitude as a grasp for contentment.
A hasty attempt for love.
A planned misunderstanding to end the mishap.
And perhaps a quiet place to retreat.

Flora
from BUT WHY SHOULD I
BELIEVE THEM?
WRITINGS BY STUDENTS AT
UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

LIFE

I kinda wish that I was dead
To prove all my bad happenings.
But I don't want to leave this world
just yet
I want to be successful and accepted.
Why can't I be someone of feelings?
That doesn't have to be a failure at
everything?
I wish I could be god,
And be happy with my hurts.
Someone understand me,
And tell me that I am wrong.

Sonya
Girlstown, U.S.A.
Austin, Texas

Dancers in Schools—Filmmaker D. A. Pennebaker was commissioned to document aspects of the dance component of the Artists-in-Schools Program jointly sponsored by the National Endowment for the Arts and the U.S. Office of Education. Film captures the excitement of demonstration/workshops conducted in Alabama and California by Murray Louis, Virginia Tanner, and Bella Lewitzky. (16mm color, 28 minutes). Available from Pennebaker, Inc., 56 West 45th Street, New York, New York 10036. Rental price: $15.00. Sale price: $250.00.

Move!—Documentary film on aspects of Artists-in-Schools DANCE Component. Includes San Francisco conference of dance company members, dance movement specialists and administrators (August 1972) and residency of Bella Lewitzky Dance Company and Susan Cambique, dance movement specialist (Reno, Nevada, Spring 1973). (16mm color, 28 minutes produced by Steeg Productions, Inc.) Available from Charles Reinhart Management, Inc., 1860 Broadway, Room 1112, New York, New York 10023. Rental price: Free loan*.

Children of the Media—Film documents 1971-72 film component of the Artists-in-Schools Program. (16mm color, 28 minutes produced by Thomas McDonough.) Available from Center for Understanding Media, Inc., 75 Horatio Street, New York, New York 10014. Rental price: $25.00. Sale price: $250.00.

Music In the Air—Documentary film on music component during 1972-73 school year. (16mm color, 28 minutes produced by Don Lenzer Films.) Available from National Endowment for the Arts Film Library, c/o Association-Sterling Films, 1701 North Fort Myer Drive, Arlington, Virginia 22209. Rental price: Free loan*.

Children's Theatre of John Donahue—Filmmaker D. A. Pennebaker records the activities of the Children's Theatre Company of the Minneapolis Institute of the Arts in the Artists-in-Schools Program. (16mm color, 28 minutes.) Available from Pennebaker, Inc., 56 West 45th Street, New York, New York 10036. Rental price: $15.00. Sale price: $250.00.

Artist of the Arctic—Documentary film on the work of the Eskimo artist/craftsman in the schools at Point Barrow, Alaska. (16mm color, 14 minutes.) Available from Alaska State Council on the Arts, 360 K Street, Suite 240, Anchorage, Alaska 99501.

Michael—Filmmaker Charles Guggenheim documents sculptor John Raimondi's residency at the Portland Vocational School in Maine. (16mm color, 14 minutes.) Available through your State Arts Agency; or National Endowment for the Arts Film Library, c/o Association-Sterling Films, 1701 North Fort Myer Drive, Arlington, Virginia 22209. Rental price: Free loan*.

National Endowment for the Humanities

According to recent guidelines, the National Endowment for the Humanities is an independent federal agency which makes grants for the purpose of:

- promoting public understanding and use of the humanities and to relate the humanities to current conditions of national life;
- improving the quality of humanities programs in educational institutions, and to encourage and assist nontraditional ventures in humanistic learning;
- enriching the intellectual foundations for humanistic endeavors and to support scholarly additions to humanistic knowledge; and
- to sustain and enhance essential facilities and resources which support humanistic pursuits.

The legislation which created the Endowment for the Humanities stipulates that the humanities include but are not limited to history, philosophy, languages, literature, linquistics, archaeology, jurisprudence, history, criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical and philosophical approaches (for example, cultural anthropology and sociology).

Individuals and non-profit organizations which include elementary and secondary schools; educational, cultural, professional, and community groups; and public agencies are eligible to apply for funding. Grants are awarded through six different program divisions:

Division of Special Programs
Division of Research Grants
Division of Fellowships
Division of Education Programs
Division of Public Programs
Division of State Programs

A brief description of each follows.

> *The ability to take risks, high energy levels, flexibility, humor, and heightened sensory awareness are all characteristics identified with highly creative individuals. They are also characteristics of adolescents as a group. Indeed, "adolescent" comes from the Latin word meaning "to kindle or burn."*
>
> The Arts Education and Americans Panel
> from COMING TO OUR SENSES: THE SIGNIFICANCE OF THE ARTS FOR AMERICAN EDUCATION

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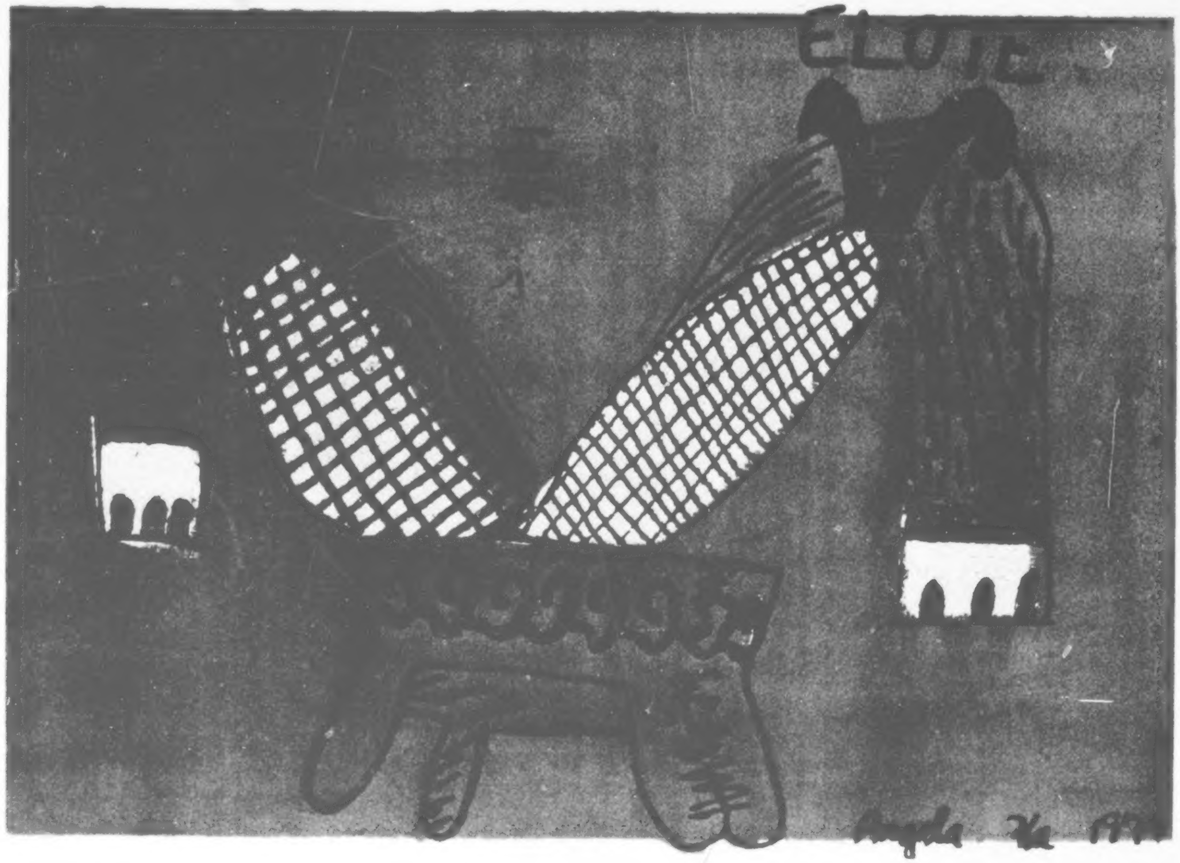
*Borrower pays return postage and insurance only



Silkscreen by Self-Help Graphics and Art, Inc. funded by a Youth Projects grant from the National Endowment for the Humanities

Division of Special Programs

The purpose of the Division of Special Programs is to fund innovative projects that do not fall into the specific program categories outlined by other Endowment divisions. Two offices within this division are of special interest to the juvenile justice constituency—the Office of Special Projects and the Office of Youth Programs.

Office of Special Projects

The Office of Special Projects tries in its funding to "widen the area of the possible" and to strengthen the role of NEH as a responsive educational public agency. It tries to be responsive to proposed humanities projects that do not fall within specific guidelines outlined by other divisions. Initial inquiries should include a 2-3 page description of the proposed project. An application will be returned if the project is appropriate for Special Projects support.

Contact:

Office of Special Projects
Mail Stop 303
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0369

Office of Youth Programs

The Office of Youth Programs funds projects which provide opportunities for young people to learn about the humanities outside of formal educational settings. Grants are of two types: Youthgrants and NEH Youth Projects.

- **Youthgrants**

  Youthgrants support programs developed and conducted by individuals or groups of young people in their teens and twenties. Proposed projects must relate in a clear way to the humanities; they must have a specific purpose, a clear scope, a carefully designed plan of work, an identifiable end product, and a high promise of helping individuals to develop their understanding of the humanities; and young people themselves must carry the major responsibility for the development and execution of the project. (Teachers and humanists are encouraged to serve as project advisors.)

  Recently funded Youthgrants include: a grant of $3,498 to a young man from California to research, document, and present a photographic exhibition of North American Indian rock art in the Capitol Reef National Park in Torrey, Utah; a grant of $4,782 to a young woman from Virginia to conduct an oral history project on the small, tradition-steeped farming community of Disputanta, Kentucky; a grant to two young men from Massachusetts and Connecticut to interview jazz musicians from Kansas City to portray the musical and social atmosphere of jazz history in Kansas City from 1924-42; and a grant of $8,739 to a young woman from North Carolina to survey and document quiltmaking traditions in four distinct cultural regions of North Carolina.

  A brochure explaining the Youthgrants program in more detail is available from the office of Youth Programs. Applications may be submitted by individuals or through non-profit organizations.

Contact:

Youthgrants
Office of Youth Programs
Mail Stop 103
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0396

- **Youth Projects**

Unlike the Youthgrants Program, NEH Youth Projects supports organizations and institutions so that they may offer opportunities in the humanities to large numbers of young people. Such projects should provide active, substantive involvement by young people in humanistic activities or provide innovative resource materials in the humanities for use by young people; take place outside of an educational setting; be designed or implemented by professionals in either or both

Silkscreen by Self-Help Graphics and Art, Inc. funded by a Youth Projects grant from the National Endowment for the Humanities

the humanities and/or youth programming. Proposed projects can be directed at a national, state, or local level.

Recently funded NEH Youth Projects include: a grant to the Bolivar County School District in Mound Bayou, Mississippi—one of the earliest black settlements in this country. Hundreds of youth will participate in collecting data and materials which will record and preserve this town's history for its Centennial celebration; a grant to the American Center for Learning Differences and Juvenile Behavior to involve youth from the Creative Rapid Learning Center—an alternative educational program for troubled youth in Austin, Texas, (see page 18) to produce videotaped biographies of famous Americans who themselves diverged from the mainstream of culture; a grant to the Self-Help Graphics Collective in Los Angles, California to support workshop activities to a traditional Latino celebration of the "Day of the Dead." The workshops explored the relationship of the festival to Latino history, literature, philosophy, and religion.

Detailed guidelines and additional information is available by contacting:

NEH YOUTH PROJECTS
Office of Youth Programs
Mail Stop 103
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0396

Division of Research Grants

The Division of Research provides support for group projects of research in the humanities. Individuals requesting support for a period of one year or less should apply to the Division of Fellowships. Grants are awarded for general research in the humanities, particularly that which includes state, local, and regional history, to support the development of research materials (for example, research tools and translations); for collection of raw materials needed for humanities research (for example, collecting data through oral history projects); for the publication of manuscripts produced as the result of NEH grants; and for conferences of workshops designed to assess and communicate current humanistic research.

For further information and to request instructions for making an application, contact:

The Division of Research Grants
Mail Stop 350
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0226

Division of Fellowships

The purpose of the Endowment's fellowship and stipends awards is to support individuals in their work as scholars, teachers, and interpreters of the humanities, Grants are awarded to those individuals for full-time study of a particular humanistic discipline for one year or less. The Division of

Junior high school youth doing claywork while studying South American culture.

G.A.M.E., Inc.

Fellowships supports a number of different programs, many of which support college and university faculty and other proven scholars.

For further information, contact:

Division of Fellowships
Mail Stop 101
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0238

Division of Education Programs

The Division of Education Programs is interested in supporting both individual and traditional projects to make humanistic study available to students at all educational levels. Of particular interest is the Elementary and Secondary Education Program which supports demonstration projects to strengthen humanities education. Successful projects of this type tend to emphasize teacher training, the development of new curricula, and the project's applicability to other schools.

For more information on all programs administered through this division, contact:

The Division of Education Programs
Mail Stop 202
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0351

Division of Public Programs

The Division of Public Programs seeks wider public understanding of the humanities. It is directed primarily to adult, non-student populations for the purpose of exploring the nation's history, culture, and values; examining other human cultures worldwide; and focusing on important historical, philosophical, and social issues which have public impact.

For further information and application guidelines which describe the programs supported by this division, contact:

The Division of Public Programs
Mail Stop 400
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 724-0231

Division of State Programs

Through the Division of State Programs, grants are awarded to a citzens committee created in each state to provide support for state and local humanities projects. Each state committee develops its own program guidelines, and applicants submit proposals directly to the state committee. According to the National Endowment's 1979 Program Announcement, "special attention is given to projects designed to serve that portion of the public for whom access to and use of the humanities is limited." A listing of state humanities committees is included in Chapter III, *State and Local Assistance.*

National Trust for Historic Preservation

The National Trust for Historic Preservation is the only national private organization chartered by Congress with responsibility for encouraging public participation in the preservation of historic sites, districts, buildings, structures, and objects of significance in American history and culture.

A membership application, the *Preservation Bookstore Catalogue*, a sample of the monthly newspaper *Preservation News*, and a copy of their quarterly magazine *Historic Preservation*, are all available upon request. Other Trust publications include annual reports, a *Directory of Preservation Organizations*, and a *Guide to Federal Programs* describing all federal programs which have potential for assisting preservation and environmental education activities. *See Appendix, page 217.*

Contact:

National Trust for Historic Preservation
740-748 Jackson Place, N.W.
Washington, D.C. 20006
(202) 638-5200
At above number, contact:
Bookshop (for publications and gifts catalogue)
Preservation Press (for sample newspaper and magazine)

Office of Management and Budget

The Catalog of Federal Domestic Assistance is the basic reference to federal programs, projects, services, and activities. Its purpose is to assist people in identifying which federal agencies or programs are capable of meeting their specific needs and to promote coordination and improved communication between the federal government and state and local governments.

The catalog is published annually usually in May. It is sold on a subscription basis by the U.S. Government Printing Office. Annual subscriptions to the catalog and to update supplements are $20.00.

Contact:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
(202) 783-3238

Smithsonian Institution

The Smithsonian Institution, established by an Act of Congress in 1846, is an independent federal establishment devoted to public education and basic research in the arts, sciences, and history. It is the world's largest museum complex and a major research center. Its twelve museums and the National Zoo possess more than 70 million objects and specimens.

Museums

The following museums are administered by the Smithsonian.

- *Anacostia Neighborhood Museum*—a center for Black heritage in the historic Anacostia section of Washington.
- *The Freer Gallery of Art*—houses the Smithsonian's collection of Oriental art as well as a major group of 19th and early 20th century works by American artists.
- *National Museum of History and Technology*—displays the nation's major historic, scientific, cultural, and technological achievements.
- *Museum of Natural History*—exhibits specimens and models of natural and cultural interest ranging from dinosaur skeletons and a 92-foot model of a blue whale to dioramas of cultural life in Africa, Asia, the Pacific Islands, and many other countries.
- *National Collection of Fine Arts*—a collection of 22,000 American paintings, sculptures, graphic arts dating from the 18th century to present.
- *National Portrait Gallery*—portraits of more than 500 men and women who have contributed to the artistic, political, scientific, literary, and military development of the United States.
- *National Air and Space Museum*—a showcase for the evolution of aviation and space technology.

Outside the Natural History Museum; Smithsonian Institution
Photograph by Audrey Jones

- *Hirshorn Museum and Sculpture Garden*—a collection of art that reflects changing styles of painting and sculpture from the late 19th century to present.
- *The Arts and Industries Building*—exhibits the "spirit of America" 100 years ago.
- *Renwick Gallery*—exhibits contemporary and historic American crafts, decorative arts and design, and the art of other cultures.
- *National Gallery of Art*—one of the world's finest collections of European and American paintings, sculpture, and graphic arts from the 13th century to present.

For further information on each of the above museums, contact:

Smithsonian Institution
Washington, D.C. 20560
(202) 628-4422

With the exception of the Anacostia Neighborhood Museum, each of the above has a museum shop which makes crafts, prints, posters, and many other items available to the public.

Most items can be obtained only by visiting the museum directly, but a select number can be ordered by mail.

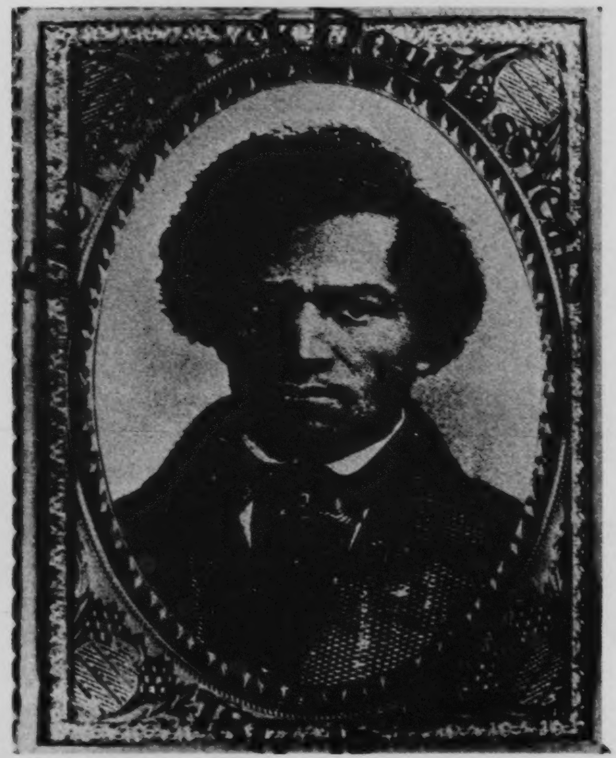
For a catalogue, contact:

Mail Order Division
Smithsonian Institution
Washington, D.C. 20560
(202) 628-4422

The National Gallery of Art has it own catalog, *National Gallery of Art Reproductions and Publications*. In addition to arts publications, the National Gallery also makes available 11 x 14 color reproductions of famous paintings (35 cents each or 3 for $1.00), color postcards (10 cents each), framed reproductions and color slides (50 cents each).

For a free copy of the catalog, contact:

National Gallery of Art
Publications Service
Washington, D.C. 20565



Frederick Douglass Poster
Smithsonian Institution Traveling Exhibition Service

- *The Museum of African Art*—The Museum of African Art, housed in the residence of renowned abolitionist, orator, publisher, and statesman, Frederick Douglass, is the only institution in the country dedicated exclusively to portraying the rich creative heritage of Africa. The Museum did not officially become a branch of the Smithsonian until August, 1979. Before that time it was a privately owned and administered institution.

In addition to twelve public galleries in the Douglass house, the Museum also administers a research library, graphic studio, and an education program which offers workshops, seminars, and films on African art and culture. At this time the Museum still maintains its own administrative offices.

For further information, contact:

Museum of African Art
Frederick Douglass House
316-318 A Street, N.E.
Capitol Hill
Washington, D.C. 20002
(202) 547-7424

Museum Reference Center

The Museum Reference Center is housed in the Smithsonian's Office of Museum Programs. It has information on public education programs and educational resources developed by museums of art, history, and science nationwide. Many of the Center's materials were originally gathered by the Center for Museum Education, a now defunct organization sponsored by the American Association of Museums.

For further information, contact:

Librarian
Museum Reference Center
Smithsonian Institution
Arts and Industries Building
Room 2235
Washington, D.C. 20506
(202) 381-6651

Office of Elementary and Secondary Education

This office is more of a resource for teachers than for students. Its purpose is to keep educators informed about learning opportunities available through the Smithsonian. While most of those opportunities apply only to teachers or youth workers located in the District of Columbia or neighboring communities, efforts are being made to provide information on how educators everywhere can make effective use of local museums and other cultural

Arts education programs, whether originating in schools or elsewhere, can benefit from collaboration with other elements of the community, such as museums, theatre groups, art centers, community groups, and teacher education institutions. Schools especially can expand their use of community resources and improve the quality of school-centered programs by encouraging cooperative ventures which utilize the skills of teachers, artists, arts councils, parents, and other groups concerned with planning of arts education projects.

from COMING TO OUR SENSES:
THE SIGNIFICANCE OF THE ARTS
FOR AMERICAN EDUCATION

Hey, look at me!

This exhibit was produced to accompany a film based on the work of Sybil Meyersburg, photographer. The artwork and poetry originated in the classes of Mrs. Justine McClarrin, Bancroft School, Washington, D.C.

Special thanks to the students of Blow-Pierce Elementary School, Clark Elementary School, Eugene Meyer Elementary School, and Bruce Elementary School.

A grant from the Morris and Gwendolyn Cafritz Foundation made this exhibition and the film possible.

Designed and produced by Design and Production Incorporated, Alexandria, Virginia.

Organized, developed and circulated by Smithsonian Institution Traveling Exhibition Service.

WHY NOT TURN THIS POSTER OVER AND DRAW YOURSELF?

Hey, look at me! poster
Smithsonian Institution Traveling Exhibition Service

resources. Opportunities for local teachers include teacher workshops which last for as long as a single day or up to several weeks. Workshops enable teachers to become more familiar with the Smithsonian and to discover ways the museums and their numerous exhibits can be used to enhance teaching. Some workshops also offer teachers the opportunity to develop their own curriculum materials based on Smithsonian collections. Workshops are offered during the summer and during the academic year.

The Office of Elementary and Secondary Education distributes two publications available to teachers nationwide. They are:

> *Art to Zoo*—a bi-monthly publication bringing news of the Smithsonian to teachers of grades three through six nationwide to enable them to apply that information locally. FREE.
>
> *Let's Go To the Smithsonian*—issued five times during the year, this newsletter is directed more to teachers of high school age youth. FREE.

Both include good ideas. For further information on all educational opportunities available through this office contact:

Office of Elementary and Secondary Education
Room 1163
Arts and Industries Building
900 Jefferson Drive, S.W.
Washington, D.C. 20560

Smithsonian Institution Associate Program

The Smithsonian's National Associate Program entitles members to a subscription to *Smithsonian* magazine and several other opportunities including discounts on museum shop items and Smithsonian Press publications.

The annual membership fee is $12.00, and well worth that for a subscription to the magazine alone. *Smithsonian* is a monthly chronicle focusing on the arts, history, and science. It features excellent color photographs and is a wealthy source of information.

For interested individuals in the greater Washington area, there is also a Resident Associate Program which sponsors special exhibitions, concerts, classes, field trips, and other events. Single memberships are $18.00 per year. Double memberships are $23.00, and a Family membership is $33.00.

Contact:

National Associate Program
Smithsonian Institution
900 Jefferson Drive, S.W.
Washington, D.C. 20560
(202) 381-6491

Smithsonian Institution Performing Arts Division

The Smithsonian Institution Performing Arts Division sponsors numerous concerts featuring a wide variety of performing artists from blues, jazz, and country musicians to chamber players and dance troupes from around the world. Concerts are performed in both Washington, D.C. and New York City.

In addition, the Division of Performing Arts sells record albums featuring a select collection of archival material as well as recent recordings made by outstanding musicians.

For information about the Performing Arts Concert Series and for a catalog of Smithsonian Collection recordings, contact:

Smithsonian Division of Performing Arts
Washington, D.C. 20560
(202) 381-6525

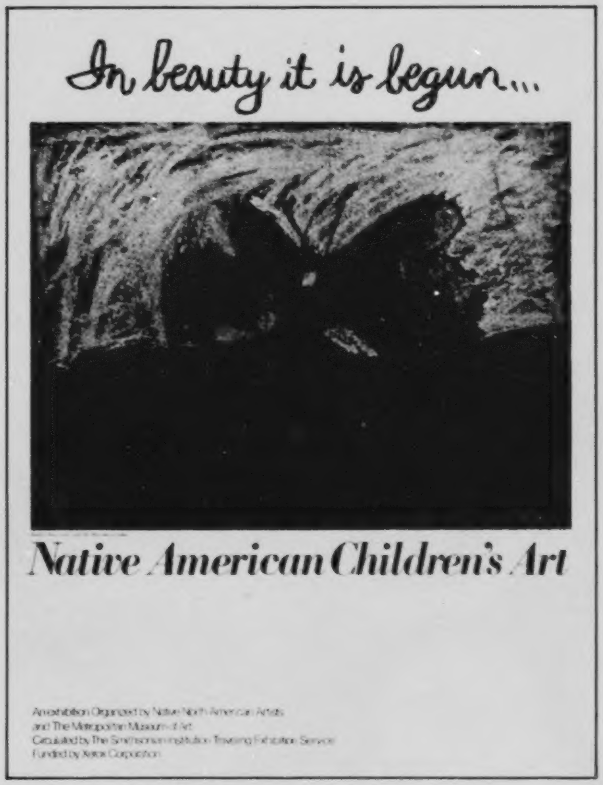
Smithsonian Institution Press

The Smithsonian Institution Press publishes in numerous fields, principally American history, the history of science and technology, fine arts, biology, the earth sciences, anthropology, and astrophysics.

A forthcoming publication of particular interest is the *Cultural Directory II.* The directory describes over 300 assistance programs administered by federal agencies. Programs include both those which directly support cultural activities and those which can potentially provide cultural assistance. The projected publication date for the directory is January 1980. Price: $6.00.

For further information and to obtain copies of catalogs describing additional Smithsonian Press publications, contact:

Smithsonian Institution Press
900 Jefferson Drive, S.W.
Washington, D.C. 20560
(202) 381-5143


In beauty it is begun...
Native American Children's Art
An exhibition Organized by Native North American Artists
and The Metropolitan Museum of Art
Circulated by The Smithsonian Institution Traveling Exhibition Service
Funded by Xerox Corporation

Native American Children's Art poster
Smithsonian Institution Traveling Exhibition Service

Smithsonian Institution Traveling Exhibition Service

The Smithsonian Institution's Traveling Exhibition Service (SITES) develops and circulates outstanding exhibitions on an extensive range of topics including foreign cultural history, folk arts, photography, paintings, theater arts, and sculpture. An estimated 200 SITES exhibitions are currently in circulation.

Update, a catalog of all current and new SITES exhibits lists posters and publications distributed by SITES. They include:

- a calendar featuring the achievements of Black women
- an illustrated guide entitled "The Frederick Douglass Years"
- an illustrated reference book on women in American trade unions
- an illustrated catalog of Polish textile art
- a color poster featuring Native American children's art
- a color poster on "recycling buildings"

and more. SITES publications and posters are very reasonably priced (posters are $1.00 to $2.50), and are of excellent quality.

For a copy of *Update* and for more information about SITES exhibits, contact:

Smithsonian Traveling Exhibition Service
Washington, D.C. 20560
(202) 381-6631

In addition to federal government assistance for the arts, information and resources are frequently available through agencies of state and local government. Each state or local agency will differ greatly in the kind and amount of support it can provide. Some states are also more committed to developing arts programs than others.

Contact each agency individually to obtain specific information on how they can be of assistance.

III. State and Local Assistance

National Assembly of Community Arts Agencies

Throughout the country, there are thousands of local arts agencies that take the responsibility for fostering the arts in their own communities. They vary tremendously in size and sophistication, and may be arts centers, arts councils, or arts committees affiliated with community organizations.

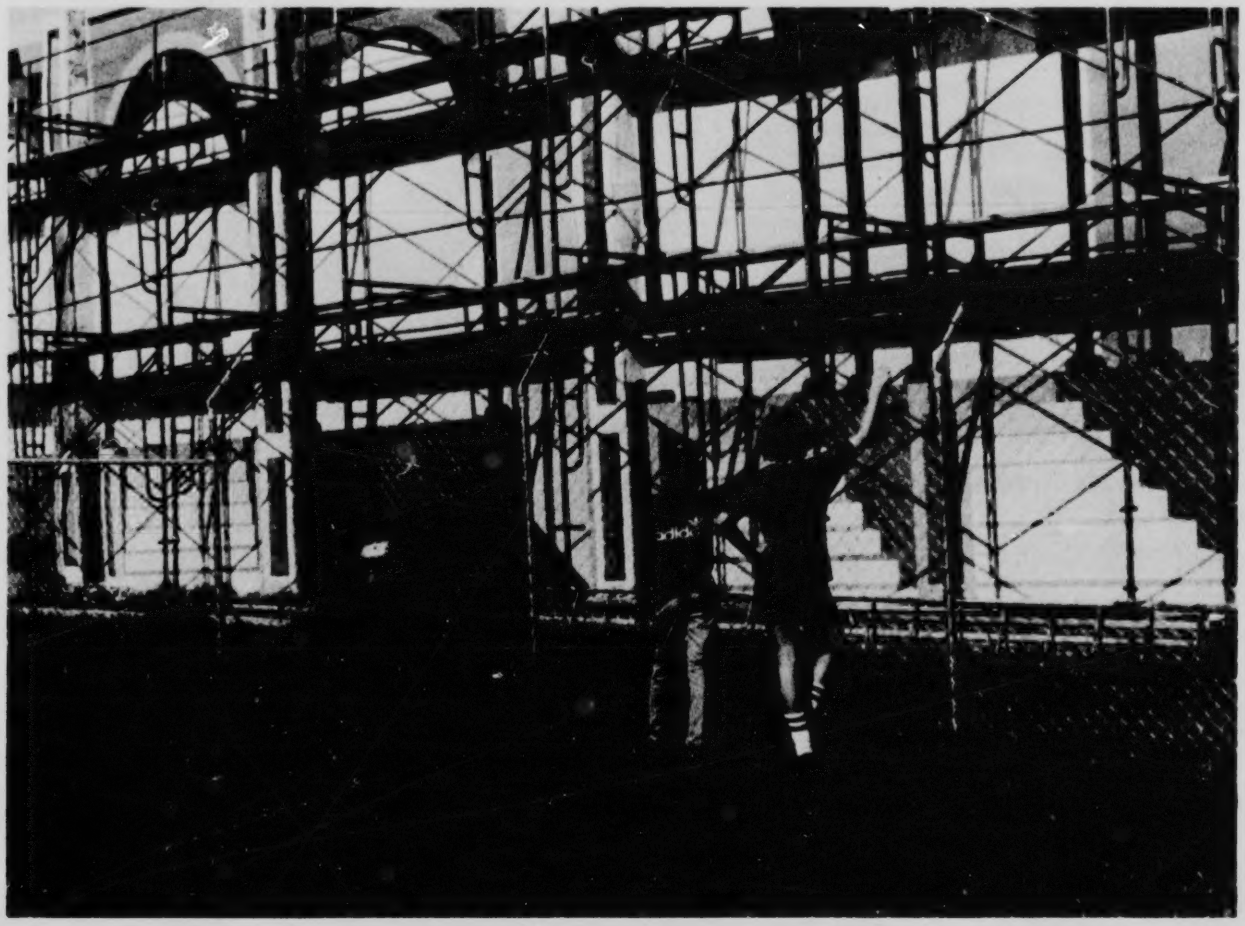
In 1971, a national membership organization, The National Assembly of Community Arts Agencies, was formed to give community arts councils, arts centers, and the myriad of small arts agencies a national voice.

The Assembly, located in Washington, D.C., represents the interests of community arts agencies through communications with the federal government and national agencies which represent local government, for example the U.S. Conference of Mayors and the National Association of Counties. Through work with foundations and the Business Committee for the Arts, the Assembly advocates private support for community arts activities.

The Assembly distributes a community arts oriented newsletter and when possible will conduct research and provide specific information in response to individual requests from member agencies.

For further information, contact:

National Assembly of Community Arts Agencies
1625 I Street, N.W., Suite 725A
Washington, D.C. 20006
(202) 293-6818



Photograph by Audrey Jones

State Arts Agencies

State agencies for the arts have been established in every state and in the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands. They all receive federal funding from the National Endowment for the Arts as well as state legislative appropriations. They tend to be government rather than private organizations. Each state arts agency has a professional staff and a volunteer advisory council or commission appointed by the governor.

One significant program administered by the state arts agencies is the National Endowment for the Arts Artists-in-Schools program. Schools and artists interested in participating must make application to the appropriate state arts agency, *not* to the National Endowment for the Arts, Education Program.

Each state arts agency varies greatly in the services it provides and in the amount of financial appropriations it makes available. Some of them distribute a newsletter to make interested persons and organizations aware of arts events throughout the state. Some also make available films, publications, and posters reflecting the efforts of the arts programs they support.

A list of state arts agencies follows:

Alabama State Council on the
Arts and Humanities
449 South McDonough Street
Montgomery, Alabama 36130
(205) 832-6758

Alaska State Council on the Arts
619 Warehouse Avenue,
Suite 220
Anchorage, Alaska 99501
(907) 279-1558

American Samoa Arts Council
Office of the Governor
Pago Pago, American Samoa
96799
(overseas operator) 633-4116

Arizona Commission on the Arts
and Humanities
6330 North Seventh Street
Phoenix, Arizona 85014
(602) 271-5884

The Office of Arkansas State
Arts and Humanities
Continental Building, Suite 500
Main and Markham Streets
Little Rock, Arkansas 72201
(501) 371-2539

California Arts Council
115 I Street
Sacramento, California 95814
(916) 445-1530

The Colorado Council on the
Arts and Humanities
Grant-Humphreys Mansion
770 Pennsylvania Avenue
Denver, Colorado 80203
(303) 839-2617 or 2618

Connecticut Commission on the
Arts
340 Capitol Avenue
Hartford, Connecticut 06106
(203) 566-4770

Delaware State Arts Council
Wilmington State Office Building
9th and French Streets
Wilmington, Delaware 19801
(302) 571-3540

D.C. Commission on the Arts
and Humanities
1012 14th Street, N.W., Suite
1200
Washington, D.C. 20005
(202) 724-5613

Fine Arts Council of Florida
Department of State
The Capitol
Tallahassee, Florida 32304
(904) 487-2980

Georgia Council for the Arts
and Humanities
225 Peachtree Street, N.E., Suite
1610
Atlanta, Georgia 30303
(404) 656-3990

Insular Arts Council
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
(overseas operator) 477-9845

Hawaii State Foundation on
Culture and the Arts
250 South King Street, Room 310
Honolulu, Hawaii 96813
(808) 548-4145

Idaho Commission on the Arts
c/o Statehouse
Boise, Idaho 83720
(208) 384-2119

Illinois Arts Council
111 North Wabash Avenue,
Room 700
Chicago, Illinois 60602
(312) 435-6750

Indiana Arts Commission
Union Title Building
155 East Market Street,
Suite 614
Indianapolis, Indiana 46204
(317) 633-5649

Iowa State Arts Council
State Capitol Building
Des Moines, Iowa 50319
(515) 281-4451

Kansas Arts Commission
509A Kansas Avenue
Topeka, Kansas 66603
(913) 296-3335

Kentucky Arts Commission
302 Wilkinson Street
Frankfort, Kentucky 40601
(502) 564-3757

Louisiana State Arts Council
Division of the Arts
P.O. Box 44247
Baton Rouge, Louisiana 70804
(504) 389-6291

Maine State Commission on the
Arts and the Humanities
State House
Augusta, Maine 04330
(207) 289-2724

Maryland Arts Council
15 West Mulberry
Baltimore, Maryland 21201
(301) 685-6740

Massachusetts Council on the
Arts and Humanities
1 Ashburton Place
Boston, Massachusetts 02108
(617) 727-3668

Michigan Council for the Arts
1200 Sixth Avenue
Detroit, Michigan 48226
(313) 256-3735

Minnesota State Arts Board
314 Clifton Avenue, South
Minneapolis, Minnesota 55403
(612) 874-1335

Mississippi Arts Commission
301 North Lamar Street
P.O. Box 1341
Jackson, Mississippi 39205
(601) 354-7336

Missouri State Council
on the Arts
Raeder Place
727 North First Street
St. Louis, Missouri 63102
(314) 241-7900

Montana Arts Council
235 East Pine
Missoula, Montana 59801
(406) 543-8286

Nebraska Arts Council
8448 West Center Road
Omaha, Nebraska 68124
(402) 554-2122

Nevada State Council on the
Arts
Building D, Suite 134
4600 Kietzke
Reno, Nevada 89502
(702) 784-6231 or 6232 or
6236

New Hampshire Commission
on the Arts
Phenix Hall, 40 North Main Street
Concord, New Hampshire 03301
(603) 271-2789

New Jersey State Council
on the Arts
109 West State Street
Trenton, New Jersey 08608
(609) 292-6130

The New Mexico Arts Division
113 Lincoln Avenue
Santa Fe, New Mexico 87501
(505) 827-2061

New York State Council on the
Arts
80 Centre Street
New York, New York 10013
(212) 488-5222

North Carolina Arts Council
N.C. Department of Cultural
Resources
Raleigh, North Carolina 27611
(919) 733-7897

North Dakota Council on the
Arts and Humanities
North Dakota State University
309D Minard Hall
Fargo, North Dakota 58102
(701) 237-7674

Ohio Arts Council
50 West Broad Street, Suite 3600
Columbus, Ohio 43215
(614) 466-2613

Oklahoma Arts and Humanities
Council
Jim Thorpe Building
2101 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-2931

Oregon Arts Commission
835 Summer Street, N.E.
Salem, Oregon 97301
(503) 378-3625

Commonwealth of Pennsylvania
Council on the Arts
3 Shore Drive Office Center
2001 North Front Street
Harrisburg, Pennsylvania 17102
(717) 787-6883

Institute of Puerto Rican Culture
Apartado Postal 4184
San Juan, Puerto Rico 00905
(809) 723-2115

Rhode Island State Council on
the Arts
334 Westminster Hall
Providence, Rhode Island 02903
(401) 277-3880

South Carolina Arts Commission
829 Richland Street
Columbia, South Carolina 29201
(803) 758-3442

South Dakota State Fine
Arts Council
108 West 11th Street
Sioux Falls, South Dakota 57102
(605) 339-6646

Creative Rapid Learning Center

Photograph by Don Mathews

Tennessee Arts Commission
222 Capitol Hill Building
Nashville, Tennessee 37219
(615) 741-6395

Texas Commission on the Arts
and Humanities
P.O. Box 13406, Capitol Station
Austin, Texas 78711
(512) 475-6593

Utah State Division of Fine Arts
617 East South Temple Street
Salt Lake City, Utah 84102
(801) 533-5895 or 5896

Vermont Council on the Arts
136 State Street
Montpelier, Vermont 05602
(802) 828-3291

Virginia Commission of the Arts
and Humanities
400 East Grace Street, 1st Floor
Richmond, Virginia 23219

Virgin Islands Council on the
Arts
Caravelle Arcade
Christiansted, St. Croix
U.S. Virgin Islands 00820
(809) 773-3075, x 3

Washington State Arts
Commission
1151 Black Lake Boulevard
Olympia, Washington 98504
(206) 753-3860

West Virginia Arts and
Humanities Commission
Science and Culture Center
Capitol Complex
Charleston, West Virginia 25305
(304) 348-0240

Wisconsin Arts Board
123 West Washington Avenue
Madison, Wisconsin 53702
(608) 266-0190

Wyoming Council on the Arts
200 West 25th Street
Cheyenne, Wyoming 82002
(307) 777-7742

Regional Arts Organizations

Regional arts organizations tend to provide services to affiliated state arts agencies and work in cooperation with them. They also coordinate activities which might involve more than one state arts agency. They too are eligible to receive federal funds.

A list of regional arts organizations follows:

International Art of Jazz, Inc.

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

The Arts Exchange, Inc.
Clint Baer, Jr., Director
16 Whipple Building
Lebanon, New Hampshire 03766
(603) 448-4353

New England Foundation for the Arts, Inc.
Thomas Wolf, Executive Director
8 Francis Avenue
Cambridge, Massachusetts 02138
(617) 492-2914

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Tennessee, North Carolina, South Carolina, Virginia

Southern Arts Federation
Anthony Turney, Executive Director
225 Peachtree Street, Suite 712
Atlanta, Georgia 30303
(404) 577-7244

North Dakota, South Dakota, Minnesota, Wisconsin, Iowa

Affiliated State Arts Agencies of the Upper Midwest
Robert Altman, Administrator
430 Oak Grove Street, Suite 402
Minneapolis, Minnesota 55403
(612) 871-6392

Arkansas, Nebraska, Kansas, Oklahoma, Missouri

Mid-America Arts Alliance
Henry Moran, Executive Director
2440 Pershing, Suite G-50
Kansas City, Missouri 64108
(816) 421-1388

Washington, Oregon, Utah, Montana, Idaho, Wyoming, Nevada, Colorado, Arizona, New Mexico

Western State Arts Foundation
Richard L. Harcourt, President
428 East 11th Avenue, Suite 201
Denver, Colorado 80203
(303) 832-7979

State Humanities Committees

The National Endowment for the Humanities' Division of State Programs makes funds available to state humanities committees that in turn make grants to existing organizations, institutions, and agencies to support activities, projects, and programs in the humanities.

The purpose of the Division of State Programs is to foster increased public understanding and appreciation of the humanities—history, philosophy, languages, literature, linguistics, archeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches.

In general, *but not always*, State Humanities Committees fund projects that will bring the humanities to an out-of-school adult population.

As with state arts agencies, some state humanities committees are more active and more responsive to the public than others. In addition to making local grants, some distribute resources such as publications, films, and videotapes at no cost, and provide representatives versed in particular humanities disciplines who will assist organizations in developing a local presentation on appropriate subjects of interest like historic preservation, environmental issues, and women's issues.

A list of state humanities committees follows. Contact them individually to determine how they can be of assistance.

Alabama Committee for the Humanities and Public Policy
Box 700, Birmingham Southern College
Birmingham, Alabama 35204
(205) 324-1314

Alaska Humanities Forum
429 D Street, Room 211
Loussac Sogn Building
Anchorage, Alaska 99501
(907) 272-5341

Arizona Humanities and Public Policy Council
Suite 607, Arizona Bank Building
34 West Monroe Street
Phoenix, Arizona 85003
(603) 257-0335

Arkansas Humanities Program
University Tower Building
12th & University, Suite 1019
Little Rock, Arkansas 72204
(501) 663-3451

California Council on the Humanities in Public Policy
312 Sutter Street, Suite 601
San Francisco, California 94105
(415) 543-3865

Colorado Humanities Program
855 Broadway
Boulder, Colorado 80302
(303) 442-7298

Connecticut Humanities Council
195 Church Street
Wesleyan Station
Middletown, Connecticut 06457
(203) 347-6888

Delaware Humanities Council
2600 Pennsylvania Avenue
Wilmington, Delaware 19806
(302) 738-8491

Florida Endowment for the Humanities
Let 360, University of South Florida
Tampa, Florida 33620
(813) 974-4094

Committee for the Humanities in Georgia
Georgia Center for Continuing Education
Athens, Georgia 30601
(404) 542-5481

Hawaii Committee for the Humanities
2615 South King Street, Suite 211
Honolulu, Hawaii 96826
(808) 947-5891

The Association for the Humanities in Idaho
P.O. Box 424
Boise, Idaho 83701
(208) 345-5346

Illinois Humanities Council
201 West Springfield Avenue, Room 1002
Champaign, Illinois 61820
(217) 333-7611

Indiana Committee for the Humanities
4200 Northwestern Avenue
Indianapolis, Indiana 46205
(317) 925-7195

Iowa Board for Public Programs in the Humanities
Oakdale Campus
University of Iowa
Iowa City, Iowa 52242
(319) 353-6754

Kansas Committee for the Humanities
112 West Sixth Street, Suite 509
Topeka, Kansas 66603
(913) 357-0359

Kentucky Humanities Council, Inc.
Ligon House
University of Kentucky
Lexington, Kentucky 40506
(606) 258-5932

Louisiana Committee for the Humanities
Box 12, Loyola University
New Orleans, Louisiana 70118
(504) 865-9404

Maine Council for the Humanities and Public Policy
P.O. Box 7202
Portland, Maine 04112
(207) 773-5051

The Maryland Committee for the Humanities and Public Policy
330 North Charles Street, Room 306
Baltimore, Maryland 21201
(301) 837-1938

Massachusetts Foundation for the Humanities and Public Policy
237E Whitmore Administration Building
University of Massachusetts
01003
(413) 545-1936

Michigan Council for the Humanities
Nisbet Building, Suite 30
Michigan State University
East Lansing, Michigan 48824
(517) 355-0160

Minnesota Humanities Commission
Metro Square, Suite 282
St. Paul, Minnesota 55101
(612) 224-5739

Mississippi Committee for the Humanities
3825 Ridgewood Road, Room 111
Jackson, Mississippi 39211
(601) 982-6752

Missouri State Committee for the Humanities, Inc.
6920 Millbrook Boulevard
St. Louis, Missouri 63130
(314) 889-5940

Montana Committee for the Humanities
P.O. Box 8036, Hellgate Station
Missoula, Montana 59807
(406) 243-6022

Nebraska Committee for the Humanities
1915 West 24th Street, Room 216
Kearney, Nebraska 68847
(308) 234-2110

Nevada Humanities Committee
P.O. Box 8065
Reno, Nevada 89507
(702) 784-6587

New Hampshire Council for the Humanities
112 South State Street
Concord, New Hampshire 03301
(603) 224-4071

New Jersey Committee for the Humanities
Rutgers, The State University
CN 5062
New Brunswick, New Jersey 08903
(201) 932-7726

New Mexico Humanities Council
267 Geology Building
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-3705 (Albuquerque)
(505) 646-1945 (Las Cruces)

New York Council for the Humanities
33 West 42nd Street
New York, New York 10036
(212) 354-3040

North Carolina Humanities Committee
1209 West Market Street
Greensboro, North Carolina 27412
(919) 379-5325

North Dakota Committee for the Humanities and Public Issues
Patterson Hotel, Suite 500
Bismarck, North Dakota 58501
(701) 258-9010

Ohio Committee for Public Programs in the Humanities
760 Pleasant Ridge Avenue
Columbus, Ohio 43209
(614) 236-6879

Oklahoma Humanities Committee
Executive Terrace Building
2809 Northwest Expressway, Suite 500
Oklahoma City, Oklahoma 73112
(405) 840-1721

Oregon Committee for the Humanities
1633 S. W. Park
Portland, Oregon 97201
(503) 229-4821

Public Committee for the Humanities in Pennsylvania
401 North Broad Street
Philadelphia, Pennsylvania 19108
(215) 925-1005

Fundacion Puertorriquena de las Humanidade
Box 4307
Old San Juan, Puerto Rico 00904
(809) 723-2087

Rhode Island Committee for the Humanities
86 Weybosset Street, Room 307
Providence, Rhode Island 02903
(401) 521-6150

South Carolina Committee for the Humanities
2801 Devine Street
McCrory Building
Columbia, South Carolina 29205
(803) 799-1704

South Dakota Committee on the Humanities
University Station, Box 35
Brookings, South Dakota 57006
(605) 688-4823

Tennessee Committee for the Humanities
1001 18th Avenue South
Suite 202, Green Hills Office Park
Nashville, Tennessee 37212
(615) 320-7001

Texas Committee for the Humanities and Public Policy
UTA Station, P.O. Box 19096
Arlington, Texas 76019
(817) 273-3174

Utah Endowment for the Humanities in Public Safety
10 West Broadway
Broadway Building, Suite 200
Salt Lake City, Utah 84101
(801) 531-7868

Vermont Council on the Humanities in Public Policy
Grant House, P.O. Box 58
Hyde Park, Vermont 05655
(802) 888-5060

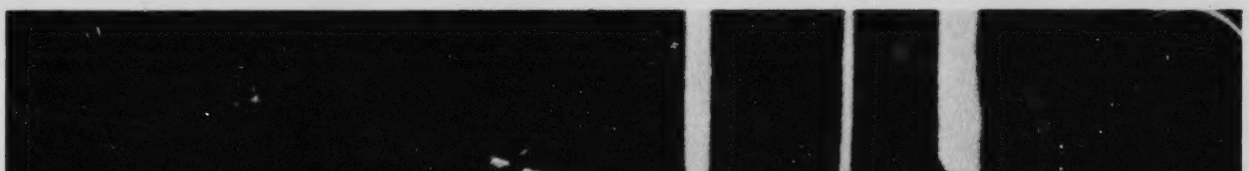
Virginia Foundation for the Humanities and Public Policy
One B West Range
University of Virginia
Charlottesville, Virginia 22903
(804) 924-3296

Washington Commission for the Humanities, Inc.
Olympia, Washington 98505
(206) 866-6510

Committee for Humanities and Public Policy in West Virginia, Inc.
Box 204
Institute, West Virginia 25112
(304) 768-8869

Wisconsin Humanities Committee
716 Langdon Street
Madison, Wisconsin 53706
(608) 268-0706

Wyoming Council for the Humanities
Box 3274, University Station
Laramie, Wyoming 82701
(807) 766-6496



Photograph by Tess Steinkolk for the Living Stage

State Committees/ Alliance for Arts Education

To promote arts education in schools and communities, the Alliance for Arts Education created state committees in all fifty states. The state committees have generated comprehensive state plans for the development and implementation of state and local arts education programs. They have also conducted local workshops and seminars, and they have developed and distributed materials and newsletters intended to reinforce communication between arts groups and others concerned with arts education at the local level. State committees also assist with the review of proposals, the monitoring of grants, and the dissemination of information on model arts education programs at the state level.

People interested in developing or expanding arts programs for youth should be in communication with their state Alliance for Arts Education Committee. For additional information on the Alliance's State and Local Program, contact the National Office for State and Local Programs and/or the AAE committee representative in your state.

National Office

Ann Timberman, Director
State and Local Programs
Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566

Alabama

Dr. John B. Hall
Visual Arts Specialist
State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36109

Arizona

Carroll Rinehart
Coordinator of Elementary Music
Tucson School District
P.O. Box 40400
Tucson, Arizona 85717

Arkansas

Jeff Raney
P.O. Box 70
Camden, Arkansas 71701

California

Mina Z. Garman
Theatre Arts Department
San Jose State University
125 South 7th Street
San Jose, California 95140

Colorado

Dr. James Allison
Arts in Education Coordinator
Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado 80215

Connecticut

Robert J. Saunders
Art Consultant
State Department of Education
Box 2219
Hartford, Connecticut 06115

Delaware

James Gervan
State Department of Public
Instruction
Townsend Building
Dover, Delaware 19901

District of Columbia

Norma Hunton
4811 17th Street, N.W.
Washington, D.C. 20011

Florida

Cynthia Halderson
State Department of Education
305 Winchester Building
Tallahassee, Florida 32304

Georgia

Hilton Bonniwell
32 Golf Club Circle
Statesboro, Georgia 30458

Hawaii

Ray Okomoto
Department of Education
1270 Queen Emma Street,
Room 1106
Honolulu, Hawaii 96813

Idaho

Dr. Robert Ericson
Chairman,
Theatre Arts Department
Boise State University
Boise, Idaho 83725

Illinois

Vaughn Jaenike
Dean,
School of Fine Arts
Eastern Illinois University
Charleston, Illinois 61920

Indiana

Dr. Guy Hubbard
Art Education Department
Indiana University
Bloomington, Indiana 47407

Iowa

Laura Magee
Arts Education Consultant
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Kansas

Janice Lee
2820 Virginia Drive
Manhattan, Kansas 66502

Kentucky

Robert W. Surplus
Eastern Kentucky University
College of Arts and Sciences
Richmond, Kentucky 40475

Louisiana

Dr. David McCormick
1510 Ellis Avenue
Hammond, Louisiana 70401

Maine

Ronald Jacques
Superintendent of Schools
Box J
Livermore Falls, Maine 04254

Maryland

Mrs. Polk Roberts
907 Locustvale Road
Towson, Maryland 21204

Massachusetts

Henry Dembowski
Principal,
Glover School
9 Maple Street
Marblehead, Massachusetts 09145

Michigan

Gerald Bartlett
Blue Lake Fine Arts Camp
Twin Lake, Michigan 49457

Minnesota

Dr. Fulton Gallagher
Head, Fine Arts Division
State University
Bemidji, Minnesota 56601

Mississippi

Anne G. Moore
1003 Wade Avenue
Pascagoula, Mississippi 39567

Missouri

B. J. Bucker
Executive Director,
Kansas City Chapter of Young Audiences, Inc.
121 West 8th Street
Kansas City, Missouri 64105

Montana

Kay Burkhardt
Arts Consultant,
Office of Public Instruction
Helena, Montana 59601

Nebraska

Helen Hansen
Blair Public Schools
2030 South Street
Blair, Nebraska 68008

Nevada

Tom Summers
P.O. Box 5187
Reno, Nevada 89513

New Hampshire

John M. Gray
Arts Education Consultant
64 North Main Street
Concord, New Hampshire 03301

New Jersey

Lynne Kramer
Director,
Project IMPACT
531-B Stevens Avenue
Ridgewood, New Jersey 07450

New Mexico

Erwin Van Essen
Department of Fine Arts
McCurdy Schools of Northern New Mexico
Box 127
Espanola, New Mexico 87532

New York

Dr. Vivienne Anderson
Special Assistant to the Executive Deputy Commissioner
State Department of Education
Albany, New York 12234

North Carolina

Sam Ragan
c/o *The Pilot*
Southern Pines, North Carolina 28387

North Dakota

Roger Kolsrud
Fine Arts and Humanities Specialist, State Department of Public Instruction
Capitol Building
Bismarck, North Dakota 58505

Ohio

Charles Spohn
Dean,
School of Fine Arts
Miami University
Oxford, Ohio 45056

Oklahoma

Harley Manhart
Director,
Community Resources Center
Arts and Humanities Council of Tulsa
2210 South Main
Tulsa, Oklahoma 74114

Oregon

Dan Cannon
938 Caroline Way East
Monmouth, Oregon 97361

Pennsylvania

Laurie Stepanian
Communications Department
Slippery Rock State College
Slippery Rock, Pennsylvania
16057

Rhode Island

David Hysell
Steers Road, R.D. 4
North Situate, Rhode Island
02857

South Carolina

Mark Buyck, Jr.
P.O. Box 1909
Florence, South Carolina 29503

Tennessee

T. Earl Hinton
Middle Tennessee State
University
Murfreesboro, Tennessee 37132

Texas

Phil Manning
2116 Fordham Lane
Austin, Texas 78723

Utah

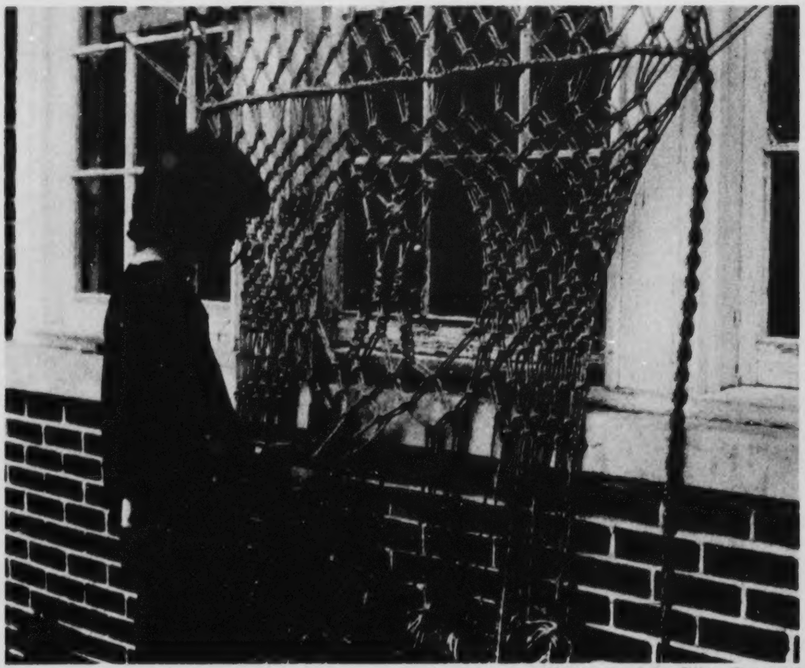
Walter D. Talbot
Superintendent of Public
Instruction
State Department of Education
250 East 5th Street
Salt Lake City, Utah 84111

Vermont

Donn McCafferty
Chief,
Secondary Education and
Humanities
State Department of Education
Montpelier, Vermont 05602

Virginia

William B. Stewart
Director of Graduate Studies,
School of the Arts
Virginia Commonwealth
University
Richmond, Virginia 23284



Photograph by Ellen Dossett

Washington

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Special Services Arts Consultant
Education Service District 101
East 117 Boone Avenue
Spokane, Washington 99202

West Virginia

Jim Gladwell
Deputy Superintendent of
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B-360
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25305

Wisconsin

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ACUCAA
P.O. Box 2137
Madison, Wisconsin 53701

Wyoming

Margaret Mains
Associate Professor of Dance
Corbett Building
University of Wyoming
Laramie, Wyoming 82071

Puerto Rico

Rafael Ortiz
Palma Real, IL-5
Royal Palm, Bayamon
Puerto Rico 00619

Virgin Islands

John Jowers
Associate Director,
Virgin Islands Council on
the Arts
Box 103
St. Thomas, Virgin Islands
00801

Bureau of Indian Affairs

David C. Young
Bureau of Indian Affairs—IERC
431 Camino de la Sierra, N.W.
Albuquerque, New Mexico 81723

State Departments of Education

State Departments of Education are by law responsible for the implementation of state educational programs, and they administer state revenues to public and private schools. They are financed primarily by appropriations from state legislatures, but they do receive some federal funds for administrative and developmental purposes.

Most states require that art and music be taught in state supported schools but some states do tend to be more committed to developing arts education programs and services. Contact your state education department for information on current state arts education programs for which your school or program might be eligible to receive assistance.

Alabama

Dr. Ernest Justice
School of Secondary Education
Auburn University
Auburn, Alabama 36830

Arizona

Raymond G. Van Diest
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State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Arkansas

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Specialist, Arts Education
State Department of Education
Arch Ford Building
Little Rock, Arkansas 72201

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Office of Curriculum Services
State Department of Education
721 Capitol Mall
Sacramento, California 95814

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Edwin E. Steinbrecher
Regional Interstate Planning Committee
State Department of Education
201 East Colfax
Denver, Colorado 80203

Florida

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305 Winchester Building
Tallahassee, Florida 32304

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Consultant in Music
State Department of Education
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Atlanta, Georgia 30303

Hawaii

Mildred Higashi
Administrator,
Sciences and Humanities
State Department of Education
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Honolulu, Hawaii 96813

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Music Consultant,
State Department of Education
Len B. Jordan Building
Boise, Idaho 83720

Illinois

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Speech/Drama Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

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Department of Public Instruction
Curriculum Division
State House, Room 229
Indianapolis, Indiana 46204

Kansas

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State Department of Education
Topeka, Kansas 66612

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Frankfort, Kentucky 40601

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Art and Humanities Supervisor
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State Department of Educational and Cultural Services
Augusta, Maine 04333

International Art of Jazz, Inc.

Maryland

State Department of Education
P.O. Box 8717, BWI
Baltimore, Maryland 21240

Massachusetts

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Curriculum and Instruction
State Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

Michigan

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State Department of Public Instruction
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Jackson, Mississippi 39205

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State Department of Education
Jefferson City, Missouri 65101

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State Department of Education
Division of School Programs
Branch of Curriculum
225 West State Street
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State Department of Education
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Sante Fe, New Mexico 87503

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Bureau of Music and Performing Arts Education
State Department of Education
Albany, New York 12234

North Carolina

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State Department of Public Instruction
Raleigh, North Carolina 27611

Ohio

Jerry Tollifson
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Division of Elementary & Secondary Education
State Department of Education
65 South Front Street, Room 815
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Oklahoma

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Fine Arts Specialist
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Oregon

Delmer Aebischer
Music Education Specialist
State Board of Education
Salem, Oregon 97310

Pennsylvania

Clyde M. McGeary
Chief,
Division of General Education
Bureau of Curriculum Services
State Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Outdoor sculptures; Gatesville State School for Boys

Photograph by Ricardo Hernandez

Rhode Island

Donald R. Gardner, Jr.
Coordinator,
Program Development
State Department of Education
Roger Williams Building
Providence, Rhode Island
02908

South Carolina

Alicia Moore
Music Consultant,
State Department of Education
705 Rutledge Building
Columbia, South Carolina 29201

Tennessee

Robert Daniels
Arts and Humanities Specialist,
State Department of Education
Box 5077
Cookeville, Tennessee 38501

Texas

Barbara Carol Smith
Vocal Music Specialist
Texas Education Agency
210 East 11th Street
Austin, Texas 78701

Utah

Avery Glenn
Music Specialist,
State Department of Education
250 East 5th Street
Salt Lake City, Utah 84111

Virginia

Baylor Nichols
Supervisor of Art,
State Department of Education
Richmond, Virginia 23216

Washington

James Sjolund
Director of Comprehensive Arts Programs,
Office of the Superintendent of Public Instruction
Old Capitol Building
Mail Stop FG-11
Olympia, Washington 98504

West Virginia

Allen Canonico
State Department of Education
Capitol Complex, Building 6, B-360
Charleston, West Virginia 25305

Wisconsin

Michael George
Supervisor,
Music Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Wyoming

Kathy Ericson
English Consultant/Gifted & Talented
State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

Sources of private support for the arts vary greatly and range from foundations and corporate businesses to individual philanthropists. In 1974, American corporations, foundations, private organizations, and individuals contributed $25.15 billion to charitable causes. Of that sum, $1.28 billion was for the arts and humanities, and $3.72 billion was for education. (American Revolution Bicentennial Administration statistics).

IV. Private Support

This chapter offers a select list of organizations that are knowledgeable on the subject of private funding and familiar with the interests and funding criteria of private funding sources. A select list of publications which provide helpful information on how to obtain private funds is also included.

Some of the information presented in this chapter was obtained by consulting *PHANTASMAGORIA*, a resource guide published by the National Committee: Arts for the Handicapped.

Organizations

The Foundation Center

The Foundation Center is dedicated to gathering factual information on philanthropic foundations and has reference collections nationwide available to the public at no cost. It is a tremendously useful resource for any individual or organization interested in submitting an application for funding to a private foundation.

The Center's major reference libraries are located in New York, Washington, Cleveland, and San Francisco. They offer the widest variety of services and the most comprehensive collection of foundation materials including all of the Center's publications; books and periodicals on foundations and philanthropy; foundation annual reports; newsletters; and press clippings.

The Foundation Center's regional collections are located in host libraries. They contain all of the Center's reference works, recent books and reports featuring information on foundations, foundation annual reports, and other material available on microfiche.

The Foundation Center publications include:

The Foundation Directory, Edition 7—a comprehensive reference work with information on 3,138 grant-making foundations. Available from:

Columbia University Press
136 South Broadway
Irvington, New York 10533

Price: $40.00 ($1.50 postage and handling)

For a complete publications list and for further information, contact:

The Foundation Center
888 Seventh Avenue
New York, New York 10019
(212) 975-1136

Foundation Center Collections

National Reference Collections:

The Foundation Center
888 Seventh Avenue
New York, New York 10019
(212) 975-1120

The Foundation Center
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 331-1400

The Foundation Center
312 Sutter Street
San Francisco, California 94108
(415) 397-0902

The Foundation Center
Kent H. Smith Library
739 National City Bank Building
Cleveland, Ohio 44114
(216) 861-1933

Cooperating Regional Collections:

Birmingham Public Library
2020 Park Place
Birmingham, Alabama 35203

Auburn University at Montgomery Library
Montgomery, Alabama 36117

University of Alaska
Anchorage Library
3211 Providence Drive
Anchorage, Alaska 99504

Tucson Public Library
Main Library
200 South Sixth Avenue
Tucson, Arizona 85701

Westark Community College Library
Grant Avenue at Woldron Road
Fort Smith, Arkansas 72913

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock, Arkansas 72201

Edward L. Doheny Memorial Library
University of Southern California
Los Angeles, California 90007

San Diego Public Library
820 E Street
San Diego, California 92101

Denver Public Library
Sociology Division
1357 Broadway
Denver, Colorado 80203

Hartford Public Library
Reference Department
500 Main Street
Hartford, Connecticut 06103

Hugh Morris Library
University of Delaware
Newark, Delaware 19711

Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville, Florida 32202

Miami-Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami, Florida 33132

Atlanta Public Library
10 Pryor Street, S.W.
Atlanta, Georgia 30303

Thomas Hale Hamilton Library
Humanities and Social Sciences Division
2550 The Mall
Honolulu, Hawaii 96822

Caldwell Public Library
1010 Dearborn Street
Caldwell, Idaho 83605

Sangamon State University Library
Shepherd Road
Springfield, Illinois 62708

Indianapolis-Marion County Public Library
40 East St. Clair Street
Indianapolis, Indiana 46204

Des Moines Public Library
100 Locust Street
Des Moines, Iowa 50309

Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka, Kansas 66604

Louisville Free Public Library
Fourth and York Streets
Louisville, Kentucky 40203

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans, Louisiana 70140

University of Maine at Portland-Gorham Center for Research and Advanced Study
246 Deering Avenue
Portland, Maine 04102

Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore, Maryland 21201

Associated Foundation of Greater Boston
294 Washington Street, Suite 501
Boston, Massachusetts 02108

Boston Public Library
Copley Square
Boston, Massachusetts 02117

Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn, Michigan 48126

Purdy Library
Wayne State University
Detroit, Michigan 48202

Grand Rapids Public Library
Sociology and Education Department
Library Plaza
Grand Rapids, Michigan 49502

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis, Minnesota 55401
(Also covers North and South Dakota)

Jackson Metropolitan Library
301 North State Street
Jackson, Mississippi 39201

Clearinghouse for Midcontinent Foundations
University of Missouri, Kansas City
School of Education Building
52nd Street and Holmes
Kansas City, Missouri 64110

Kansas City Public Library
311 East 12th Street
Kansas City, Missouri 64106

Eastern Montana College Library
Reference Department
Billings, Montana 59101

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha, Nebraska 68102

Clark County Library
1401 East Flamingo Road
Las Vegas, Nevada 89109

Washoe County Library
301 South Center Street
Reno, Nevada 89505

The New Hampshire Charitable Fund
One South Street
Concord, New Hampshire 03301

New Jersey State Library
Reference Section
185 West State Street
Trenton, New Jersey 08625

New Mexico State Library
300 Don Gaspar Street
Santa Fe, New Mexico 87501

New York State Library
Cultural Education Center
Humanities Section, 6th Floor
Empire State Plaza
Albany, New York 12230

Buffalo and Erie County Public Library
Lafayette Square
Buffalo, New York 14203

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown, New York, 11756

Plattsburgh Public Library
Reference Department
15 Oak Street
Plattsburgh, New York 12901

Rochester Public Library
Business and Social Sciences
Division
115 South Avenue
Rochester, New York 14604

Onandaga County Public Library
335 Montgomery Street
Syracuse, New York 13202

North Carolina State Library
109 East Jones Street
Raleigh, North Carolina 27611

The Winston-Salem Foundation
229 First Union National Bank
Building
Winston-Salem, North Carolina
27101

The Library
North Dakota State University
Fargo, North Dakota 58105

Public Library of Cincinnati and
Hamilton County
Education Department
800 Vine Street
Cincinnati, Ohio 45202

Oklahoma City Community
Foundation
1300 North Broadway
Oklahoma City, Oklahoma 73103

Tulsa City-County Library System
400 Civic Center
Tulsa, Oklahoma 74103

Library Association of Portland
Education and Psychology
Department
801 SW Tenth Avenue
Portland, Oregon 97205

The Free Library of Philadelphia
Logan Square
Philadelphia, Pennsylvania 19103
(Also covers Delaware)

Hillman Library
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Providence Public Library
Reference Department
150 Empire Street
Providence, Rhode Island 02903

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia, South Carolina 29211

South Dakota State Library
State Library Building
322 South Fort Street
Pierre, South Dakota 57501

Memphis Public Library
1850 Peabody Avenue
Memphis, Tennessee 38104

The Hogg Foundation for Mental
Health
The University of Texas
Austin, Texas 78712

El Paso Community Foundation
El Paso National Bank Building
Suite 1616
El Paso, Texas 79901

Dallas Public Library
History and Social Sciences
Division
1954 Commerce Street
Dallas, Texas 75201
(Also covers Arkansas, Louisiana,
New Mexico, and Oklahoma)

Minnie Stevens Piper Foundation
201 North St. Mary's Street
San Antonio, Texas 78205

Salt Lake City Public Library
Information and Adult Services
209 East Fifth Street
Salt Lake City, Utah 84111

State of Vermont Department of
Libraries
Reference Services Unit
111 State Street
Montpelier, Vermont 05602

Richmond Public Library
Business, Science, & Technology
Department
101 East Franklin Street
Richmond, Virginia 23219

Seattle Public Library
1000 Fourth Avenue
Seattle, Washington 98104

Spokane Public Library
Reference Department
West 906 Main Avenue
Spokane, Washington 99201

Kanawha County Public Library
123 Capitol Street
Charleston, West Virginia 25301

Marquette University Memorial
Library
1415 West Wisconsin Avenue
Milwaukee, Wisconsin 53233
(Also covers Illinois)

Laramie County Community
College Library
1400 East College Drive
Cheyenne, Wyoming 82001

Consumer Education and Service
Center
Department of Consumer Affairs
Minillas Central Government
Building North
Santurce, Puerto Rico 00908

Biblioteca Benjamin Franklin
Londres 16
Mexico City, Mexico 6, D. F.

The Grantsmanship Center

The Grantsmanship Center is a non-profit, tax exempt educational institution which assists non-profit and public agencies in acquiring financial assistance. The Center conducts low-cost workshops on program planning and resource development. The training workshops focus on proposal writing skills and on funding needs specific to the participants.

For further information, contact:

The Grantsmanship Center
1031 South Grand Avenue
Los Angeles, California 90015
(213) 749-4721

Business Committee for the Arts, Inc.

The Business Committee for the Arts will *not* assist organizations in actual fund raising efforts, but it will offer advice on how to approach business people for arts support. It also maintains files on arts groups that have consulted them. These records are made available to interested business representatives.

The Business Committee for the Arts distributes an extremely helpful pamphlet, *Approaching Business for Support of the Arts*.

For copies and additional information, contact:

Business Committee for the Arts, Inc.
1700 Broadway
New York, New York 10019

The Association of Junior Leagues

Many of the 229 Junior Leagues have been the catalyst for a number of arts efforts at the local level. One purpose of the Association of Junior Leagues is to promote volunteerism in community affairs ranging from the arts to criminal justice and child advocacy. Recently many of the local Leagues have become committed to making the arts a central part of every child's education and League members have worked to obtain support for numerous local arts education programs.

The Junior League in your area should be consulted for information on recent arts education efforts which may exist in your own community and for information on potential private funding sources which may be available locally.

For further information on the League's efforts, contact:

The Association of Junior Leagues
825 Third Avenue
New York, New York 10022
(212) 355-4380

It is clear now that the commitment of business to the arts has been steadfast. Each year the number of alliances between corporations and art organizations in cities and towns throughout the country has grown significantly.

However, doubts about the credibility of business as a patron of the arts apparently linger on, for despite the astonishing record of corporate arts support, many organizations have not yet approached business for aid. As a result, many businesses do not support the arts, simply because, "We've never been asked to."

Susan E. Wagner, ed.
from A GUIDE TO CORPORATE
GIVING IN THE ARTS

Selected Publications

The Washington International Arts Letter—a newsletter covering the practical aspects of grants and other forms of assistance to the arts and humanities. Annual subscriptions are $19.50 for individuals and $34.20 for organizations. Contact:

Washington International Arts Letter
P.O. Box 9005
Washington, D.C. 20003

National Directory of Arts Support by Business Corporations—a resource guide on corporate support for the arts. 1979. Price: $65.00. Contact Washington International Arts Letter (see above).

Arts Support by Private Foundations—by Daniel Millsaps and the Editors of the Washington International Arts Letter. A history of the activities of over 1,217 private foundations with information on the specific arts disciplines they have supported. 1977. Price: $55.00. Available by contacting Washington International Arts Letter (see above).

Money Business: Grants and Awards for Creative Artists—a directory of organizations that offer financial assistance to professional creative artists—poets, fiction writers, playwrights, filmmakers, video artists, composers, choreographers, painters, printmakers, sculptors, and photographers. 1977. Price: $7.00. Available from:

Artists Foundation, Inc.
100 Boylston Street
Boston, Massachusetts 02116

Native American Arts and Culture—a resource directory which includes funding sources interested in supporting Native American cultural programs. 1977. Price: $3.00. Available from:

Western States Arts Foundation
1517 Market Street
Denver, Colorado 80202

A Guide to Corporate Giving in the Arts—a comprehensive guide to the arts funding policies and practices of 359 American corporations. 1978. Price: $12.50. Available from:

American Council for the Arts Publications
570 Seventh Avenue
New York, New York 10018

MY THOUGHT OF LIFE

What is life? One big joke.
Sometimes I feel like the world is like a play
that is nothing but an act. I guess that there
is a reason for me being here, to live and
learn, to take the bad as well as the good,
(Right). It has been nothing but bad for me
so far. I have made lots of mistakes but
then again, I have learned a lot from them.
Have you noticed that people are different
from what they used to be? I have. It's like
people have no feelings at all anymore as
if they could care less if you were dead or
alive. Not all people, but most of them.
This may sound crazy but it's how I feel at
this point, lost, confused and crazy.

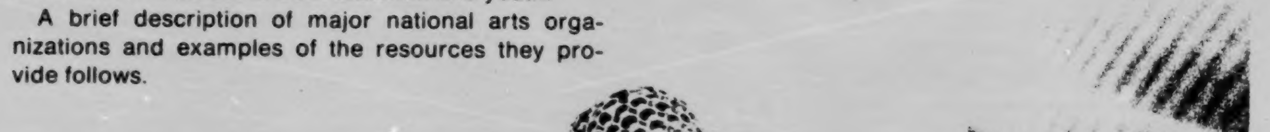
Sharron
from BUT WHY SHOULD I BELIEVE THEM?
WRITINGS BY STUDENTS AT UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

V. National Arts Organizations

National organizations which advocate for the arts are yet another source for information and resources pertaining to specific arts disciplines. While they do not tend to be funding agents, many will provide direct assistance to organizations looking for funding and funding opportunities.

Many of the organizations described in this chapter distribute newsletters and other publications which contain useful information. Some of the arts organizations described here are specifically interested in young people and distribute excellent resources of interest to both teachers and youth.

A brief description of major national arts organizations and examples of the resources they provide follows.



Affiliate Artists

Affiliate Artists appoints young artists—singers, dancers, actors, instrumentalists—to reside in a particular community for four 2-week periods a year. While in residence, the Affiliate Artists make 80 to 100 appearances in a variety of informal settings like schools, churches, factories, or other places where people naturally gather. The resident Affiliate Artists give "informances," informal performances that allow the artist and the audience to participate.

Affiliate Artists residents are typically sponsored by major corporations such as Sears-Roebuck, Reader's Digest, or Aetna Life Insurance Company. The corporate sponsor selects the communities which will receive Affiliate Artists residents.

Affiliate Artists has other programs such as the Performing Artists and Communities Together (PACT) program which is a one-week residency funded entirely by a community organization. The Community Artists Residence Training (CART) program has trained people in several communities in the skills of artist residency management.

For further information, contact:

Affiliate Artists, Inc.
155 West 68th Street
New York, New York 10023
(212) 580-2000

American Association of Museums

The American Association of Museums is a national service organization which promotes and represents the interests of museums of art, history, science, natural history, and youth as well as zoos, aquariums, planetariums, libraries, and art centers. Its purpose is to promote museums as cultural and educational resources. It produces several publications including:

AVISO—a monthly newsletter with up-to-date reports on legislation, federal grants, application information, exhibits, books, seminars, and workshops. Annual subscriptions to *AVISO* are $24.00.

The Official Museum Directory—a comprehensive guide to 5,300 institutions of arts, history, and science in the United States and Canada. 1978. Price: $44.00.

For a full publications list and further information, contact:

American Association of Museums
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007
(202) 338-5300

American Association for State and Local History

The American Association for State and Local History is a non-profit educational organization dedicated to advancing knowledge and appreciation of local history in the United States and Canada. It is the major national organization which assists and serves local historical societies and museums.

The Association publishes a monthly magazine, *History News*, which reports on the latest news in state and local history programs, relevant national and state legislation, and lists publications and other history-related resources. An individual Association membership is $16.00 and includes a subscription to the magazine.

The Association also distributes slide/tape training kits focusing on such areas as historical architecture, museum programs for children, and historic preservation and restoration of old buildings. An extensive publication list on books of historical interest distributed by the Association is available upon request.

For further information, contact:

American Association for State and Local History
1400 Eighth Avenue South
Nashville, Tennessee 37203
(615) 242-5583

American Correctional Association Project Culture

Project CULTURE—Creative Use of Leisure Time Under Restrictive Environments—is a national demonstration program which develops activities for the creative use of leisure time in adult correctional institutions. It is funded by the Corrections Division, Office of Criminal Justice, LEAA. As a result of the project, twenty-one grants have been made to correctional and cultural institutions for arts programs in adult prisons throughout the country.

Both the National Endowment for the Arts and the Federal Bureau of Prisons have worked closely with Project CULTURE to develop prison arts programs nationwide. The project has also promoted greater cooperation among state and local correctional and arts organizations. Project CULTURE serves only adult institutions.

The project has developed several helpful publications. They include:

Artists in Corrections—a handbook for program implementation.

Culture from Inside—a report on a unique establishment which represents the creative works of over 4,000 inmates in 54 correctional facilities across the country.

A Handbook for Arts Volunteers in Corrections—a guide for artists interested in working with prisoners.

For a copy of the above publication and for further information, contact:

Margo Koines
American Correctional Association
4321 Hartwick Road, Suite 319
College Park, Maryland 20740

American Council for the Arts

The American Council for the Arts is the leading private national organization that services all the arts. Its services include advocacy, management training, news, and publications. Training seminars are offered on a national and regional basis on topics including fund raising, financial management, arts and education, and local government in the arts.

American Council for the Arts distributes many valuable publications. These include:

Community Arts Agencies: A Handbook and Guide—provides information on how to start a community arts agency or council and has a directory of community arts agencies nationwide. 1978. Price: $12.50.

ACA Arts Yellow Pages—a comprehensive directory for the arts with listings that include national arts service organizations, art centers, and national arts publications. 1977. Price: $7.50.

Arts in Education Partners: Schools and Their Communities—a handbook for school districts, arts organizations, and community service groups interested in making the arts an integral part of public education. 1977. Price: $6.00.

A Guide to Corporate Giving in the Arts—a detailed profile of business support for the arts. 1978. Price: $12.50.

For a complete list of ACA publications and further information, contact:

American Council for the Arts
570 Seventh Avenue
New York, New York 10018
(212) 354-6655

Gatesville State School for Boys

Photograph by Ricardo Hernandez

American Crafts Council

The American Crafts Council is a non-profit organization and the country's largest organization working to support and promote crafts in America. It supports a number of affiliate efforts, including:

> The Museum of Contemporary Crafts in New York City—a museum devoted to exhibiting the work of contemporary craftmakers. In addition to New York exhibits, the museum sponsors traveling exhibitions nationwide.

The American Crafts Council audio-visual service provides slides and films on contemporary American crafts to teachers, students, and organizations across the country.

The Council distributes many publications including directories, bibliographies, guides, and exhibit catalogs. Periodically, ACC also has available contemporary crafts posters.

For a publication list and further information, contact:

American Crafts Council
44 West 53rd Street
New York, New York 10019
(212) 977-8989

American Dance Guild

The American Dance Guild was founded to promote the study and performance of the art of dance, to serve the need of dance artists, and to disseminate information on dance.

The American Dance Guild distributes several publications including:

> *Dance Film Director*—an up-to-date guide to a wide range of films on mime, ethnic dance, and museums. 1979. Price: $9.95.
>
> *Dance and the Blind Child*—a teaching aid for teaching dance to blind children. 1973. Price: $1.25.
>
> *100 Years of Dance Posters*—a collection of some of the world's greatest dance posters in full color. 1975. Price: $7.60.

In addition to its publications, the American Dance Guild distributes a 26″ by 32″ poster of Martha Graham from her composition *Letter to the World*. The photograph was taken in 1940. Price: $11.00.

For a full publications list and for further information, contact:

American Dance Guild, Inc.
152 West 42nd Street, Room 828
New York, New York 10036
(212) 997-0183

AFL-CIO Performing Arts Program

To devise ways for increasing employment opportunities for performing artists, the AFL-CIO has developed a Performing Arts Program which operates primarily in three cities—New York, Chicago, and Los Angeles. One focus of the Performing Arts Program will be to implement the Comprehensive Employment and Training Act (CETA) to reduce the unemployment of performing artists.

For further information, contact:

Performing Arts Program
AFL-CIO
815 16th Street, N.W.
Washington, D.C. 20006
(202) 638-0320

American Federation of the Arts

The American Federation of the Arts is a private non-profit educational organization established to cultivate greater knowledge and appreciation of historical and contemporary art throughout the United States and abroad. The organization accomplishes this goal primarily through the development of exhibitions.

For further information, contact:

The American Federation of the Arts
41 East 65th Street
New York, New York 10021
(212) 988-7700

American Institute of Architects

The American Institute of Architects is involved in educational programs through its Environmental Education Committee. The Committee has developed teacher training and resource materials on the subject of Built Environment Education. Specifically, three such publications are available:

A Teacher Introduction to Environmental Education—a booklet intended to interest teachers in the Built Environment. FREE.

Environmental Education Teaching Tools—a catalog listing information on resources (books, games, films for environmental education). FREE.

How to Conduct Environmental Education Workshops for Teachers and Architects—a guidebook to enable architects and others to conduct workshops in Built Environmental Education. Price: $3.00.

Slingerland

The Harbor for Young Men and Women High School for the Performing Arts. Performance at Duke University, 1977.

Photograph by Tim Gleason

To obtain copies of the above publications, contact:

Director, Environmental Education
The American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C. 20006
(202) 785-5973

American Institute of Graphic Arts

The American Institute of Graphic Arts is a national non-profit membership organization which conducts competitions, exhibits, and educational activities to promote excellence in graphic design. The Institute is a resource for the exchange of ideas and information within the field and distributes publications on graphic design. Publications include a quarterly newsletter to inform members of the Institute's activities.

For further information, contact:

The American Institute of Graphic Arts
1059 Third Avenue
New York, New York 10021
(212) 752-0813

American Music Center

The American Music Center was founded by a group of noted composers in 1940 to "foster and encourage the composition of contemporary music and to promote its production, publication, distribution, and performance." The Center is a unique source of information about American composers and their music. It maintains files, bibliographies, data, lists of their work, and reviews for over 1200 American composers.

The Center issues publications of interest to American composers and performers. They include:

AMC Newsletter—a quarterly newsletter with information about premieres, contests, new publications and recordings, funding sources, legislation, and other matters pertinent to the composition and performance of new music. Annual subscriptions are $5.00.

Contemporary Music Performance Directory—a national listing of performing facilities, concert series, and festivals of twentieth century music. 1975. Price: $6.00.

For a complete publications list and for further information, contact:

American Music Center
250 West 57th Street
New York, New York 10019
(212) 247-3121

American Theatre Association

The American Theatre Association is a non-profit membership association comprised of individuals and organizations affiliated with the non-commercial theater. It sponsors a number of activities and programs annually including the American College Theatre Festival, the Festival of American Community Theatre, and a workshop and performance conference for community theater representatives.

For a publications list and for further information, contact:

American Theatre Association
1029 Vermont Avenue, N.W.
Washington, D.C. 20005
(202) 737-5606

Associated Writing Programs

The Associated Writing Programs is an organization of writers, teachers, students, and educational institutions interested in creative writing. It distributes the following publications:

AWP Newsletter—serves the general literary community with information on new projects, publications, grants, and awards; reviews all new books and texts on creative writing and information on writing programs. Annual subscriptions are $5.00.

Catalog of Graduate and Undergraduate Writing Programs—features descriptive listings of higher education in writing programs. 1978. Price: $3.00.

For further information, contact:

Associated Writing Programs
c/o Department of English
Old Dominion University
Norfolk, Virginia 23508

Black Theatre Alliance

The Black Theatre Alliance is a non-profit national organization made up of 75 Black theater and dance companies. It strives to uphold a standard of excellence for Black theater and dance; works to develop new and increased audiences for its constituency; seeks public and private funding for the common need of Black theater and dance companies; promotes and defends the interest of its membership; and serves as a central source of information on all aspects of Black theater and dance. It distributes the *Black Theatre Alliance Newsletter*.

For further information, contact:

Black Theatre Alliance
410 West 42nd Street
New York, New York 10036
(212) 564-2266

Cell Block Theatre

Although Cell Block Theatre is not a national organization as such, it has received national attention as a pioneering force in prison arts programs. Cell Block Theatre conducts workshops and sponsors performances by men and women who are or have been in prison. It conducts a full-time ex-offender program in New York City. It also conducts in-prison workshops at correctional institutions in New York State, New Jersey, and Connecticut.

For further information, contact:

Cell Block Theatre Corporation
78 Fifth Avenue
New York, New York 10011
(212) 691-1840

CEMREL, Inc.

CEMREL is a private not-for-profit educational laboratory established to improve the quality of education. One component of CEMREL is the Arts and Humanities Group which promotes the improvement of instruction in the arts and aesthetic education.

CEMREL has developed several publications and a wide variety of teaching materials. They include:

Through the Arts to the Aesthetic: The CEMREL Aesthetic Education Curriculum—describes the 44 aesthetic education curriculum units developed by CEMREL. The material is directed to individuals interested in program design and implementation. Price: $5.75.

The Aesthetic Education Program—a bibliography containing citations of books, journal articles, newspaper and magazine articles, film and television shows compiled by members of the CEMREL staff. Price: $1.00.

For a complete list of publication and specific information on available teaching material, contact:

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

Children's Art Foundation, Inc.

The Children's Art Foundation is a non-profit organization formed to encourage children to develop their literary and artistic talents. It maintains an archive of children's art and writing, publishes writing and art by children, and conducts research into the development of children's writing and art. Its publications include:

Stone Soup—the magazine by children published five times a year—in September, November, January, March, and May. This magazine contains stories and other written work by children. Annual subscriptions are $8.50.

The Editors' Notebook—a guide to teaching writing and arts for children. 1977.

For further information, contact:

Children's Art Foundation, Inc.
Mandel & Rubel, Publishers
Box 83
Santa Cruz, California 95063
(408) 426-5557

Coordinating Council of Literary Magazines

The Coordinating Council of Literary Magazines was founded to focus national attention on the non-commercial literary world and to gain interest for literary magazines. The Council has more than four hundred member magazines and a budget of $850,000 a year. They make approximately 160 grants each year to help literary magazines build financial stability and to increase public awareness of the quality of writing presented in representative magazines. Any non-commercial literary magazine at least one year old and having published three issues is eligible to apply for a CCLM grant and membership. Grants range in size from $100 to $5,000. The council publishes the *CCLM Newsletter* throughout the year. FREE.

For further information, contact:

Coordinating Council of Literary Magazines
80 Eighth Avenue
New York, New York 10011
(212) 675-8605

Creative Alternatives

Creative Alternatives is a small non-profit organization dedicated to developing innovative programs which provide creative opportunities for young people in trouble and for other populations in need.

For further information, contact:

Creative Alternatives
13 East 16th Street
New York, New York 10003
(212) 924-4549

Dramatists Guild, Inc.

The Dramatists Guild is a professional organization for American composers, playwrights, and lyricists. It represents the professional interest of men and women who write dramatic and musical works presented on stage in the United States.

The Dramatists Guild publishes *The Dramatists Guild Quarterly*, a periodical featuring articles of interest to playwrights and composers for the theater.

The *Dramatists Guild Newsletter*, published ten times a year, features information on events of interest to playwrights and composers.

For further information, contact:

The Dramatists Guild, Inc.
234 West 44th Street
New York, New York 10036
(212) 398-9366

The Educational Film Library Association

The Educational Film Library Association is a national information center for 16mm films and other non-print media for education and community use. The Association's activities include reference and advisory services, workshops, and the sponsorship of the annual American Film Festival. A variety of education and community agencies are invited to use the services of the Association, including public library film departments, universities, school media centers, religious groups, museums, and other community organizations that utilize film.

The Association publishes a magazine entitled *Sightlines* which features a wide variety of information of interest to filmmakers. *Sightlines* is distributed to all EFLA members. Personal memberships are $15.00 a year.

In addition, EFLA publishes the *EFLA Bulletin*, a quarterly newsletter with information of value to filmmakers.

The Association also maintains a reference library. The library does not distribute films but rather provides information on educational documentaries and theatrical films, and distributes information on television and other media.

For further information, contact:

Educational Film Library Association
43 West 61st Street
New York, New York 10023
(212) 246-4533

Foundation for the Community of Artists

The Foundation for the Community of Artists is a non-profit membership organization which advocates the employment and support of artists. Its activities include the sponsorship of federally funded employment agencies which provide job development, counseling, and placement services for artists.

The Foundation also has developed a task force to research discrimination against women and minority artists. The Foundation also provides information to artists and legislators about legislation and regulations which concern the artistic community.

The Foundation distributes several publications on the arts and maintains its own printing and typesetting facilities which provide low-cost printing to members and other arts organizations.

For further information, contact:

Foundation for the Community of Artists
280 Broadway
New York, New York 10007
(212) 227-3770

Foundation for the Extension and Development of the American Professional Theatre

The Foundation for the Extension and Development of the American Professional Theatre is a national non-profit service agency which offers counseling, guidance, and technical assistance in arts management to professionally oriented theater projects throughout the country. The Foundation offers its services to professional theater administrators, university and community theater personnel, and theater students. Its Field Service Program is an intensive on-site technical assistance project to aid non-profit theater projects.

The Foundation also maintains a resource center and makes available reference articles and publications prepared by theater professionals. The publications include:

> *Subscription Guidelines*—illustrates how to conduct a successful subscription campaign. 1977. Price: $7.50.
>
> *Investigation Guidelines*—for individuals setting up a not-for-profit tax-exempt regional theater. It is a manual which investigates the problems of establishing and operating theater companies. 1978. Price: $15.00.
>
> *Box Office Guidelines*—a manual on how to develop a well-managed ticket sales office.

For further information on the Foundation's activities, contact:

Foundation for the Extension and Development
of the American Professional Theatre
1500 Broadway
New York, New York 10036
(212) 869-9690

Photograph by Tess Steinkolk for the Living Stage; Arena Stage

Foundation for Independent Video and Film, Inc.

The Foundation for Independent Video and Film is a professional filmmaker service organization dedicated to the growth of independent film and video. It was formed in 1973 on the principle that making films and video tapes should involve the broad expression of human values.

The Foundation distributes a newsletter, *The Indepent*, which is published ten times yearly. Subscriptions are included in membership to the organization. Limited back issues are available for $1.00.

For further information, contact:

Foundation for Independent Video and
Film, Inc.
99 Prince Street
New York, New York 10012
(212) 966-0900

Hospital Audiences

Hospital Audiences was created in 1969 to respond to the cultural needs of people confined in institutional settings—hospitals, mental health facilities, prisons, nursing homes, and community-based agencies for ex-offenders and addicts. Hospital Audiences arranges for institutionalized individuals to attend music, theater, and dance performances as well as other art events. Tickets are donated to Hospital Audiences by concert halls, theaters, and performing arts groups. For people unable to leave the institutions they are confined in, Hospital Audiences arranges a year-round series of performing arts events featuring professional musical, theatrical and dance productions. Participating artists are paid through funds received from federal, state, and city governments.

Hospital Audiences is based in New York City, but it provides technical and advisory assistance to individuals and organizations who desire to develop similar services in other parts of the country. As a result, Hospital Audiences affiliate agencies have been developed in Atlanta, Denver, Columbus, Rochester, Hartford, and Honolulu.

They publish a periodic newsletter, *Hospital Audiences, Inc. News.* To obtain copies and for further information, contact:

Hospital Audiences, Inc.
1540 Broadway
New York, New York 10036
(212) 575-7676

Gatesville State School for Boys

Photograph by Ricardo Hernandez

Indian Arts and Crafts Association

The Indian Arts and Crafts Association is a national non-profit organization of Indian craftspeople, museums, dealers, collectors, and others who are committed to enhancing and maintaining the marketing and understanding of Indian handmade arts and crafts. Members of the organization receive a regular newsletter containing information on Indian arts and crafts, their care and origin, and on events of interest.

For further information, contact:

Indian Arts and Crafts Association
2401 12th Street, N.W.
Albuquerque, New Mexico 87102
(505) 242-1385

International Mimes and Pantomimists

The International Mimes & Pantomimists is an information and resource center. It distributes several publications which include:

Mime News—a bi-monthly newsletter announcing current events of importance to the mime community. Non-members subscriptions are $6.00.

Mime Directory—a comprehensive reference tool with listings of over 400 practicing mimes and pantomimists including performers and teachers. Schools of mime and mime companies in the United States and Europe are also listed.

Mime Bibliography—a detailed listing of books, articles, scripts, films, periodicals, and reference work relevant to the art of mime and pantomimists.

For further information, contact:

International Mimes & Pantomimists
Route 3
Spring Green, Wisconsin 53588

International Theatre Institute

The International Theatre Institute was founded to promote international exchange of knowledge and practice in the theater arts. The Institute fulfills that mandate through the exchange of information, through publications, and through the maintenance of an international library with material on theater around the world. The Institute's publications include:

Theatre Notes—a newsletter featuring information about theater companies planning national and international tours. It also describes publications to theater professionals and students.

International Directory of Theatre, Dance, and Folklore Festivals—this directory documents international music and opera festivals. It is designed to meet the needs of theater companies and artists who wish to participate in those festivals, and to serve theater goers who wish to attend them.

For further information, contact:

The International Theatre Institute
of the United States, Inc.
1860 Broadway, Room 1510
New York, New York 10023
(212) 245-3950

John D. Rockefeller 3rd Fund

The main purpose of the JDR3rd Fund's Arts in Education Program is to explore ways in which the arts can become a vital part of the daily learning process of all children and youth. To make the arts an integral part of every child's education, the Fund has focused its efforts on the coordination of two national networks, the Ad Hoc Coalition of States for the Arts in Education and the League of Cities for Arts in Education. The Fund has developed several working papers which focus on arts education. They include:

Consideration for School Systems Contemplating a Comprehensive Arts in General Education Pro-

gram, Comprehensive Arts Planning, and *The League of Cities for the Arts in Education.*

For further information, contact:

Arts in Education Program
The JDR3rd Fund
50 Rockefeller Plaza
New York, New York 10020
(212) 765-2323

Media Center for Children

The Media Center for Children is a national education resource organization. It was established to improve the quality of childrens' non-print media, to promote their creative use in libraries, schools, museums, and community organizations, and to encourage their production and utilization in the best interests of children. Center staff evaluate media with the active participation of young viewers. Childrens' responses to films, video tapes, and television programs are recorded and these evaluations, supplemented by additional suggestions from educators, artists, and others, are made available to the public through publications and conferences sponsored by the Media Center for Children.

The Center distributes the following publications:

Films Kids Like. Susan Rice, ed.—an annotated catalog of 219 short 16mm films which includes children's responses. American Library Association. Chicago: 1973.

More Films Kids Like. Maureen Gaffney, ed.—a sequel to the first catalog annotating 200 different short films. American Library Association. Chicago: 1977.

What To Do When the Lights Go On. By Gerry Laybourne and Maureen Gaffney—a resource for arts educators in a cookbook format. It has ideas for combining film and arts activities and includes an extensive annotated filmography. 1979. Price: $15.00.

For further information, contact:

Media Center for Children
3 West 29th Street, 11th Floor
New York, New York 10001
(212) 679-9620

Music Educators National Conference

The Music Educators National Conference was funded to maintain awareness and promote understanding of new trends in teaching music and for promoting job security and professional advancement for music educators. They distribute many publications of interest to music educators and also make available posters and audio-visual materials which may prove helpful to teachers of music.

For a complete publications and resources list and for further information, contact:

Music Educators National Conference
1902 Association Drive
Reston, Virginia 22091
(703) 860-4000

The National Art Education Association

The National Art Education Association is a resource and membership organization for art teachers. It is concerned with promoting meaningful art education and creative art experiences, and it is interested in the aesthetic and moral development of youth. It distributes several publications and resources, including:

Art Education and Back to Basics. Stephen M. Dobbs, ed.—a collection of articles by artists and educators concerned with integrating the arts into the basic education of every child and young person.

Reading, the Arts and the Creation of Meanings. Elliot W. Eisner, ed.—eight papers on the relation between art experiences and the child's ability to read.

Art Education—the official journal of the National Art Education Association published eight times a year. Annual subscriptions are $15.00. Single copy: $2.00.

Art Teacher—a magazine for secondary and elementary art educators published three times a year. Annual subscriptions are $10.00. Single copy: $3.50.

The Association also distributes posters, T-shirts, bumper stickers, buttons, tote bags, and other items.

For further information, contact:

The National Art Education Association
1916 Association Drive
Reston, Virginia 22091
(703) 860-8000

National Black Theatre

Located in Harlem, the National Black Theatre is a non-profit educational theater institution. The company tours nationally in theaters, colleges, and communities. The company also conducts master liberation workshops intended to promote greater communication and cooperation and to "remove the notion that Black People are oppressed, underprivileged and culturally deprived."

For further information, contact:

National Black Theatre
9 East 125th Street
Harlem, New York 10035
(212) 534-9882

National Council for Arts and Education, Inc.

The National Council for Arts and Education was founded in 1976 to generate interest for innovative proposals for increased art and education funding. It has worked actively with representatives from the United States Congress to seek the passage of arts and education legislation. The Council publishes a newsletter, *NCAE News*.

To obtain copies and for further information on the Council's activities, contact:

National Council for Arts and Education, Inc.
743 Fifth Avenue
New York, New York 10022
(212) 759-5800

National Center of Arts and the Aging

The National Center on Arts and the Aging is a division of the National Council on the Aging and is concerned with promoting programs for older Americans in the arts. The Center has sponsored a national conference on arts and the aging and has developed publications on the subject. They include:

Older Americans and the Arts: A Human Equation—a book containing a general statement about the need for cultural services in the lives of older people and descriptions of programs and funding sources in this field. Price: $3.00.

Arts and the Aging: Agenda for Action—a book resulting from the first national conference on the arts and the aging. Price: $4.00.

Past Present: Recording Life Stories of Older People—a handbook recording the details of an oral history project conducted by members of

St. Alban's Parish, Washington, D.C. Documents of their work are included. Price: $4.95.

Arts Aging Reading List—a bibliography of publications relating to arts and the aging. FREE.

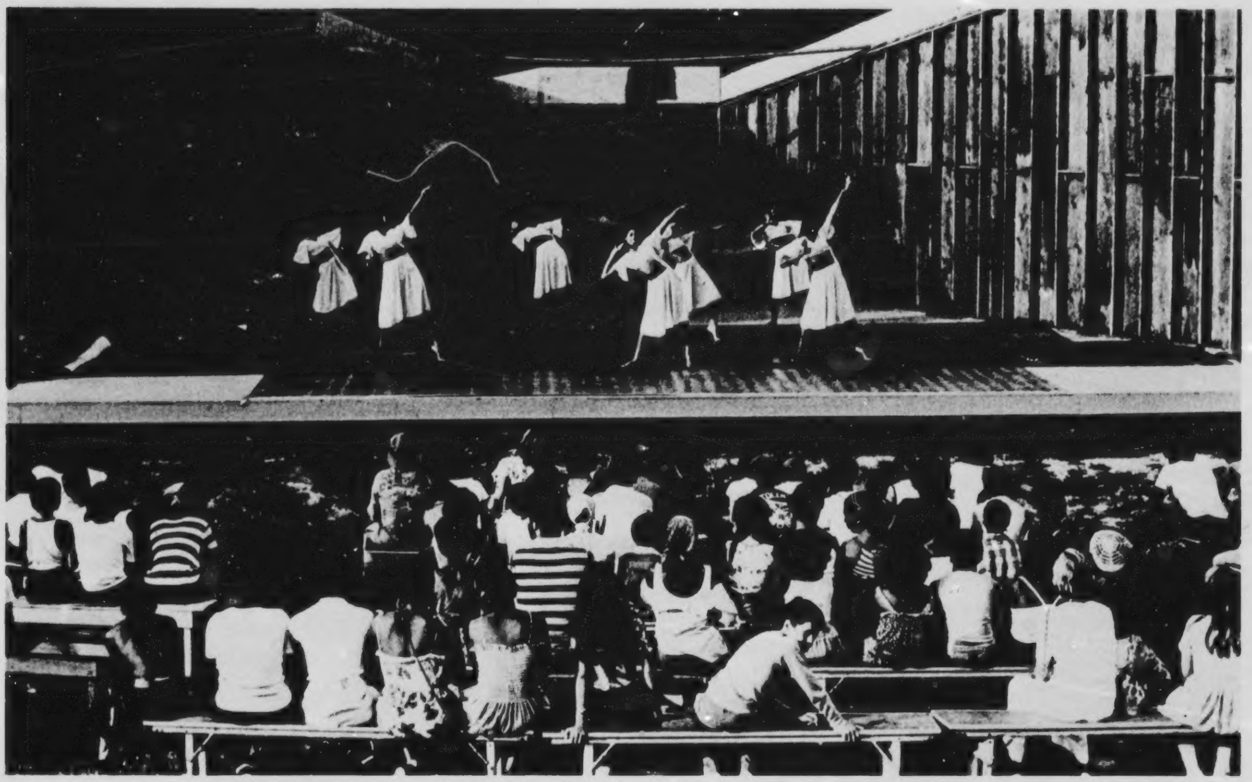
The Center provides assistance to those interested in establishing arts programs and services for older people, and it acts to stimulate national awareness.

For further information, contact:

The National Council on the Aging, Inc.
1828 L Street, N.W.
Washington, D.C. 20036
(202) 223-6250

Creative Rapid Learning Center; from a performance of Three Generations: Dances of Life

Photograph by Pat Berry



The Harbor for Young Men and Women

Photograph by Tim Gleason

National Dance Association

The National Dance Association concentrates on improving programs and materials related to the dance. It provides current information on dance education and the newest developments in principles and practices for the dance at all levels. It sponsors a number of programs at both the local and national level, and offers dance concerts, demonstrations, and seminars. The Association makes several publications available to the public. They include:

Childrens Dance—a book which shows ways that dance can be used in innovative ways in the classroom. 1973. Price: $5.50.

Dance: A Career for You—a bulletin with basic information for anyone interested in a career in dance. 1977. Price: $3.95 for 25 copies.

Dance as Education—an excellent publication providing information on developing dance education programs. 1977. Price: $4.95.

Dance for Physically Disabled Persons—an illustrated guide for teaching dance activities to persons using wheel chairs or crutches. 1976. Price: $7.95.

In addition to publications, the Association also distributes several films and slide-tape presentations. They include:

Dance Is—a twelve-minute slide-tape presentation developed to accompany the publication, *Dance as Education*. It contains 80 slides and one cassette tape. 1978. Sale price: $50.00.

A Very Special Dance—an award-winning 16mm sound-color film, focusing on the work of a dance educator and her work with mentally disabled young adults. Sale price: $150.00; Rental: $18.00.

Something Special—a film on the potential of the visual arts, music, dance, and theater in education. Sale price: $225.00; Rental: $18.00.

For further information, contact:

The National Dance Association
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-5557

National Guild of Community Schools of the Arts, Inc.

The National Guild of Community Schools of the Arts is a membership organization which provides programs and services to arts education institutions. It was established to increase the effectiveness of existing art schools and to stimulate the growth of new schools. Currently, the Guild membership includes over 60 non-profit schools in the United States and Canada which teach music, dance, drama, and the visual arts.

In 1978, the Guild sponsored a national conference entitled "Arts in a Troubled Society." Proceedings from that conference may be obtained by contacting the Guild.

A monthly newsletter, *The Guildletter*, is also available.

For further information, contact:

National Guild of Community Schools of the Arts, Inc.
175 Fifth Avenue, Suite 516
New York, New York 10010
(212) 673-0980

National Humanities Faculty

The National Humanities Faculty assists teachers in schools and colleges to become more expert in the traditions of the humanities and related disciplines. It encourages student achievement and familiarity with intellectual, cultural, moral, and aesthetic heritages. Its major purpose is to improve the quality of education in the humanities through the effective use of local resources. The National Humanities Faculty program combines in-service visits to schools with summer institutes for intensive study in the humanities. All public and private elementary, middle, junior high, and secondary schools are eligible to apply for National Humanities Faculty services and assistance.

For further information, contact:

National Humanities Faculty
1266 Main Street
Concord, Massachusetts 01742
(617) 369-7800

PEN American Center

The PEN American Center is an association of writers including poets, playwrights, essayists, editors, and novelists. In the past, the Center has been responsible for the development of a Prison Writing Program for American prisoners. Every year PEN grants writing awards for prisoners who are authors of the best poetry, fiction, and essay received from prison writers across the United States. Throughout the year PEN provides reading material and encouragement to incarcerated writers.

For further information, contact:

PEN American Center
47 Fifth Avenue
New York, New York 10003
(212) 255-1977

Photographic Society of America

The Photographic Society of America is an organization composed mostly of amateur photographers. PSA will critique and evaluate the work of amateur photographers. It also conducts workshops and seminars at both the local and national level. It distributes the *PSA Journal*, a photographic magazine with information on the latest trends in photography.

Currently, PSA is in the process of organizing a Youth Division to increase their services to young people. At present, they provide an annual scholarship for at least one student photographer.

For further information, contact:

Photographic Society of America
2005 Walnut Street
Philadelphia, Pennsylvania 19103
(215) 563-1663

Poets and Writers, Inc.

Poets and Writers is an information center for the literary world. The center has up-to-date files on almost 5,000 poets and fiction writers who publish in the United States. It also responds to general in-

Poet, Shaun Farragher, at the Monmouth County Detention Center in New Jersey

International Art of Jazz, Inc.

quiries from writers. It distributes several publications which include:

CODA: Poets and Writers Newsletter—features news of the literary community and reports on issues that most interest writers. Annual subscriptions are $7.00.

A Directory of American Fiction Writers—lists names, addresses, and other information of 800 published fiction writers. Price: $5.00 (Paperback).

Awards List—100 grants, fellowships, and prizes offered in the United States to poets and fiction writers. Price: $2.50.

In addition to publications, Poets and Writers also distributes T-shirts and book bags.

For a complete publications and resource list and for further information, contact:

Poets and Writers, Inc.
201 West 54th Street
New York, New York 10019
(800) 223-0385
New York State—(212) 757-1766 (collect)

Publishing Center for Cultural Resources

The Publishing Center for Cultural Resources is a non-profit corporation created to help non-profit educational organizations achieve economical and effective publication of their material. The Center will assist in all aspects of publishing including planning, editing, printing, obtaining small interest-free loans, and economical book distribution.

For further information, contact:

Publishing Center for Cultural Resources
152 West 42nd Street
New York, New York 10036
(212) 221-6055

Teachers and Writers Collaborative

Teachers and Writers Collaborative brings writers and other artists such as painters, dancers, filmmakers, and musicians in contact with teachers and students for the purpose of creating a curriculum that is relevant to the lives of children. The organization is committed to the notion that "all children are capable of producing passionate work when they are seriously engaged . . ." They believe "that children have good things to say and that their imaginations can show us new works . . . so that we may help them shape and share their visions and develop the critical skills needed for quality

International Art of Jazz, Inc.

work." Teachers and Writers distributes many publications. They include:

Teachers and Writers Magazine—published nine times a year. This magazine provides information on innovative writing projects initiated by teachers and artists. Annual subscriptions are $12.00.

The Whole Word Catalog I: A Handbook of Writing Ideas for Teachers—a collection of activities to encourage young people to write. 1972. Price: $14.00.

Whole Word Catalog II—a unique collection of ideas and materials to stimulate creativity in the classroom. Contains imaginative ideas to encourage students to write; also includes descriptive accounts of language arts projects involving visual arts, film, video, ecology, and history. 1977. Price: $6.95.

For a complete publications list and for further information, contact:

Teachers and Writers Collaborative
186 West 4th Street
New York, New York 10014
(212) 691-6590

Theatre Communications Group

Theatre Communications Group is a national service organization for the non-profit professional theater offering programs and services to a constituency of more than 160 local theater companies. Through its publications and research services, TCG serves as an information center for and about the non-commercial theater nationwide. It distributes several useful publications. They include:

Theatre Communications—a monthly newsletter with information on theater and related activities throughout the country. Annual subscriptions are $18.00.

Theatre Directory—a booklet with information on more than 150 non-profit professional theaters in the United States. Published each fall, it includes addresses, phone numbers, and general performance information. Price: $3.00.

Theatre Profiles—a resource book of the non-profit professional theaters in the United States. In its fourth edition, this reference book includes excellent information on non-commercial theaters in the United States. It includes statistical, descriptive, historical, pictorial, and production information highlighting each theater season. 1977. Price: $12.95.

For further information, contact:

Theatre Communications Group, Inc.
355 Lexington Avenue
New York, New York 10017
(212) 697-5230

The Theatre Library Association

The Theatre Library Association is a national membership organization established to further the interests of gathering, preserving, and making available through libraries, museums, and private collections theater resources in varying forms (books, photographs, playbills). It makes the following publications available to members only.

Broadside—a quarterly newsletter of interest to people in the theater.

Performing Arts Resources—an annual report containing articles regarding sources and research in the theater and related areas.

Personal membership in the Association is $15.00. For further information, contact:

Secretary-Treasurer
Theatre Library Association
111 Amsterdam Avenue
New York, New York 10023

The Touchstone Center

The Touchstone Center is a non-profit educational organization "established in the belief that all persons have natural, creative, and artistic capacities which when encouraged and allowed to develop find unique expression in each individual." The Center aims not only to preserve this creativity both in children and adults, but to explore new ways to fashion learning environments and experiences which will enable persons to express themselves more fully and imaginatively. The Center edits and publishes books and posters which are the original work of adults and children involved in its programs. It also makes available bibliographies of materials and publications related to the arts and education.

For further information, contact:

The Touchstone Center
141 East 88th Street
New York, New York 10028
(212) 831-7717

Volunteer Lawyers for the Arts

Volunteer Lawyers for the Arts is a non-profit organization founded to arrange for free legal representation by volunteer attorneys for artists and arts organizations who are unable to afford private counsel. The organization publishes materials to familiarize artists and arts organizations with the legal aspects of their activities, and to alert them to areas in which legal counsel should be obtained. Publications include:

> *Art and the Law*—a journal published four times a year which presents reports, essays, and comments on artists, their art, and the law. Annual subscriptions are $15.00.
>
> *A Tax Guide for Artists and Arts Organizations.* Herrick K. Lidstone, ed.—provides technical assistance to those interested in tax law as it affects the arts and artists. 1979. Price: $12.95 (Paperback).

For further information, contact:

Volunteer Lawyers for the Arts
36 West 44th Street, Suite 1110
New York, New York 10036

Young Concert Artists

Young Concert Artists is a professional organization founded to discover and launch the careers of brilliant, but unknown, young musicians between the ages of 18 and 28. Through annual auditions, Young Concert Artists identifies young musicians who then are presented in a series of concerts presented throughout the United States and abroad.

For further information, contact:

Young Concert Artists, Inc.
65 East 55th Street
New York, New York 10022
(212) 759-2541

The resources listed in this chapter are some we have discovered in addition to those made available by the federal government and state and public agencies. They include publications, distributors of films, audio-visual resources, and graphics. Indeed, there are probably other excellent resources which we have overlooked. Let those listed in this chapter lead you to others.

VI. Additional Resources

Selected Publications

The following publications which relate to the arts are ones which we feel are particularly good. Many of them provide practical information on how to create your own educational materials or on how to obtain various resources. Others are included because they are informative or inspirational.

If they are not ordinarily available through local libraries or bookstores, information on how to obtain them is provided.

Books

The Arts, Education and Americans Panel. David Rockefeller, Jr., Chairman. **Coming To Our Senses: The Significance of the Arts for American Education.** *New York: McGraw Hill Book Company, 1977.*

An excellent, comprehensive report on the arts and education in America. Includes testimony by artists and educators.

Blakely, Pat, et. al. **Free Stuff for Kids.** *Wayzata, Minnesota: Meadowbrook Press, 1977.*

A collection of free and up-to-a-dollar items that can be mail ordered by young people. They include "I'd rather be dancing" bumper stickers and dance pamphlets from CAPEZIO Ballet Makers. Also, an instruction sheet on how to batik, information on how to make modeling clay, and more. Available from Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, Minnesota 55391. Price: $2.95.

Brohaugh, William and Gibbons, Joanne Moser, eds. **The Writer's Resource Guide.** *Cincinnati: Writer's Digest Books, 1979.*

A directory of free information supplied by hundreds of organizations including government agencies, arts associations, museums, and historical societies. An excellent resource likely to be found in public libraries.

Brown, Cynthia and Nitta, Ray. **How To Make Your Own Educational Materials.** *Berkeley: Center for Open Learning and Teaching, Inc. 1977.*

An excellent and extremely helpful guide to making educational materials including musical instruments, books, scrapbooks, games, and more. It also provides lists of other books which describe additional materials which teachers and young people can make. Available from the Center for Open Learning and Teaching, P.O. Box 9434, Berkeley, California 94709. FREE but contributions up to $4.00 are welcome.

THE UNCERTAINTY OF A LIVING MATTER

I am a certain kind of living form described in a naturalistic way. My shape is that of a jelly-fish. I am a faint-viewed, colorless blob. My color is a grayish blue. It represents an uncertainty and an unknowing living piece of matter. I sound as if a tear has just thrust itself upon the cold, wet ground. Afterwards, there is a heavy, vaporous humidity that surrounds everyone, as if in a forest in autumn. My exterior is rough, but not smooth like the shiny part of an average person. I am seen this way by all living matter, but I do decide if I want to rehabilitate myself into a sudden new piece that is recognized as someone or at least something.

Chris
Karma Academy
Rockville, Maryland

Epstein, Ellen Robinson and Mendelsohn, Rona. **Record and Remember: Tracing Your Roots Through Oral History.** *New York: Monarch, 1978.*

A complete and concise guide to preparing and conducting oral history projects.

Gottlieb, William P. **The Golden Age of Jazz.** *New York: Simon and Schuster, 1979.*

Photographic and descriptive portraits of outstanding jazz artists from the 1930's and 40's.

Grimstad, Karen and Rennie, Susan, eds. **The New Woman's Survival Sourcebook.** *New York: Alfred A. Knopf, 1975.*

An excellent guide to materials and resources pertaining to women. It includes a chapter on women writers featuring books of poetry by women. A chapter on the arts includes valuable resource information on films made by women, visual arts, crafts, and more.

Hansberry, Lorraine. **To Be Young, Gifted and Black.** *New York: New American Library, 1969.*

A very special autobiographical piece by a gifted and courageous artist.

Henle, Fritz. **Casals.** *Garden City, New York: American Photographic Book Publishing Company, Inc., 1975.*

An inspirational collection of photographs accompanied by Casal's personal reflections about life as an artist.

Hodupp, Shelley, ed. **The Second Shopper's Guide to Museum Stores.** *New York: Universe Books, 1978.*

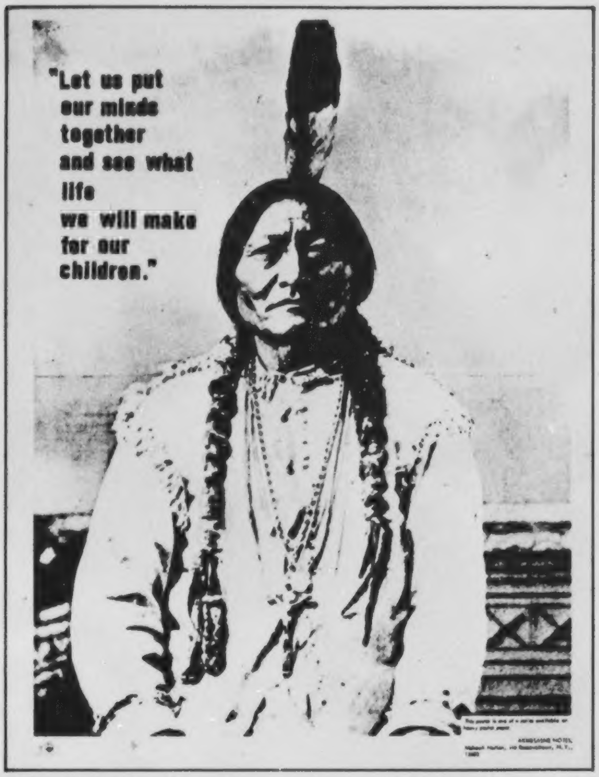
An illustrated catalog with information on how to obtain numerous arts resources—posters, reproductions, publications, and other items available from museums nationwide. It includes an index of all museums which carry mail order items with specific information on which items are available and on how to obtain them.

Hoffberg, Judith and Hess, Stanley W., eds. **Directory of Art Libraries and Visual Resource Collections in North America.** *Santa Barbara, California: American Bibliographical Center-Clio Press, 1978.*

A directory with detailed information about holdings and services of art libraries, materials of art libraries, and visual resource collections. Available from ABC/Clio Press, Riviera Campus, 2040 APS, Box 4397, Santa Barbara, California 93103. Price: $39.95.

An affront to human dignity is an affront to me, and to protest injustice is a matter of conscience. Are human rights of less importance to an artist than to other men? Does being an artist exempt one from his obligations as a man? If anything, the artist has a particular responsibility, because he has been granted special sensitivities and perceptions, and because his voice may be heard when others are not. Who, indeed, should be more concerned than the artist with the defense of liberty and free inquiry, which are essential to his very creativity?

Pablo Casals



Sitting Bull. One of a series of posters available from Akwesasne Notes. *Akwesasne Notes*

Indiana Committee for the Humanities. **Catalog.** *Indianapolis: Shepard and Poorman Printing, 1979.*

An excellent catalog with information on how to obtain materials distributed through the Indiana Committee for the Humanities Resource Center. Materials include films, video tapes, and publications on a wide range of topics including the arts, education, historical preservation, and the humanities. Available from The Resource Center, Indiana Committee for the Humanities, 4200 Northwest Avenue, Indianapolis, Indiana 46208. (317) 925-5316. FREE.

Joseph, Stephen M., ed. **the me nobody knows.** *New York: Avon Books, 1979.*

A collection of writing by children from center city New York. It includes pieces by young people who have been incarcerated.

Koch, Kenneth. **Rose, where did you get that red?** *New York: Vintage Books, 1974.*

A guide to teaching poetry to children using the poems of well known writers.

Koch, Kenneth. **Wishes, Lies, and Dreams.** *New York: Vintage Books, 1970.*

A guide to teaching children to write their own poetry.

Lewis, Richard, ed. **Journeys.** *New York: Bantam Books, 1969.*

A collection of *prose* written by English speaking children from around the world.

Lewis, Richard, ed. **Miracles.** *New York: Bantam Books, 1977.*

A collection of *poems* written by English speaking children from around the world.

National Council of Teachers of English. **Guide to Play Selection.** *New York: National Council of Teachers of English, 1977.*

A reference guide to plays available for production.

Neff, Robert and Connor, Anthony. **Blues.** *Boston: David R. Godine Publisher, 1975.*

Photographic essays featuring 55 American blues artists. A beautiful book which documents the blues tradition.

Newsom, Barbara Y. and Silver, Adele Z., eds. **The Art Museum as Educator: A Collection of Studies as Guides to Practice and Policy.** *Berkeley: University of California Press, 1978.*

A tremendous resource book with information on over 100 art museum education programs throughout the country. An excellent teacher resource. Available from University of California Press, Berkeley, California 94720. Price: $14.95.

Porcupine Day School, Pine Ridge Indian Reservation. **Photographs and Poems by Sioux Children.** *Rapid City, South Dakota: Tipi Shop, Inc., 1971.*

A revealing and touching document of self-expression. Available from The Tipi Shop, Inc., P.O. Box 1542, Rapid City, South Dakota 57701.

Rabin, Carol Price. **A Guide to Music Festivals in America.** *Stockbridge, Massachusetts: The Berkshire Traveller Press, 1979.*

A selective guide to 120 music festivals in 39 states featuring jazz, blue grass, country, folk, and classical music.

Reynolds, Nancy, ed. **The Dance Catalog.** *New York: Harmony Books, 1979.*

A complete guide to information on dance companies, dance schools, dance careers, and funding for dance programs.

Salter, Lionel. **The Illustrated Encyclopedia of Classical Music. A Guide to Composers and Recommended Recordings.** *New York: Harmony Books, 1978.*

A pictorial guide featuring 134 composers and recommended recordings of their music.

Sandberg, Larry and Weissman, Dick. **The Folk Music Sourcebook.** *New York: Alfred A. Knopf, 1976.*

An annotated reference guide to folk music. Includes information on folk artists, song books, reference books and recordings; the care of instruments; folk festivals; and folk music archives.

Shapiro, Linn, et. al., eds. **Black People and Their Culture.** *Washington: Smithsonian Institution Press, National Park Service, 1976.*

A selection of practical and informative writings based on the cultural demonstrations featured in the African Diaspora Program which was part of the Smithsonian Institution's Festival of American Folk Life in 1976.

Available from the Smithsonian Institution Press, Washington, D.C. 20560. Price: $3.95.

Simon, Bernard, ed. **Simon's Directory of Theatrical Materials, Services and Information.** *New York: Package Publicity Service, Inc., 1975.*

A guide to obtaining every imaginable theater related resource. Available from Package Publicity

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INTENSE

a voice, shattered glass across the
room
the sound of footsteps, the sudden
appearance
of a shadow
the intense feeling of going into
shock
the trembling of your body,
the scary and fearful thoughts that
dash through your mind
the indescribable feeling to scream
but knowing no one will hear you so
just standing there going deeper
into shock
until you faint.
Awaken, but only knowing it was all a
figment of your imagination.

Deborah
Creative Rapid Learning Center
Austin, Texas

Service, Inc., 1564 Broadway, New York, New York 10036.

Snyder, Norman, ed. **The Photography Catalog.** *New York: Harper and Row Publishers, 1976.*

A guide to information on most every aspect of photography including cameras and camera accessories, dark rooms and dark room equipment, photography books and magazines, schools of photography, and information on careers in photography.

Spolin, Viola. **Improvisation for the Theatre.** *Evanston, Illinois: Northwestern University Press, 1963.*

The best book available explaining the process of improvisation. Includes descriptions of theatre games.

Wellborn, Sandra, ed. **Forever Alive: Mountain People, Mountain Land.** *Boone, North Carolina: Appalachian State University, 1978.*

A fine collection of written pieces which represent an oral history project conducted in the mountains of North Carolina. An excellent reference for anyone interested in developing similar projects. Available from Reading Department, Appalachian State University, Boone, North Carolina 28608. Price: $4.00.

The Wilhelm School. **Haiku Poetry: A Children's Collection.** *New York: Bantam Books, 1971.*

A collection of poetry and drawings by very young children.

Wilson, Jose and Leaman, Arthur. **The Collector's Catalogue.** *New York: Holt, Rinehart, and Winston, 1979.*

A directory with information on how to obtain unusual items including posters and art reproductions from museums, distributors, and arts organizations throughout the country.

Periodicals

ART News. *New York: ART News Associates.*

A slick, monthly magazine featuring current information on both American and international art and artists. Outdated issues of this magazine might be obtained from local arts centers or organizations. It includes many colorful illustrations for possible use in creating your own educational materials. Available from ART News, 122 East 42nd Street, New York, New York 10017. Price: $18.00/year.

COOL

I saw her. Standing alone on the corner, leaning lazily against the pole with cigarette dangling. Ragged torn jeans, and unkept hair. Head jerking from side to side looking at everyone—trusting no one. Her posture and attitude showed only cool. Her eyes told only fear. She reminded me of someone I once knew and now, understood. I pulled off the road, turned off the ignition and cried.

Flora
from BUT WHY SHOULD I
BELIEVE THEM?
WRITINGS BY STUDENTS AT
UPTOWN SCHOOL
Uptown School
Fayetteville, Arkansas

Books and Arts. *Washington, D.C.*

A new bi-weekly tabloid featuring current information on all aspects of the arts—music, film, arts, theater, and newly released arts books. Available from Books and Arts, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. Price: $15.00/year.

CPB Report. *Washington, D.C.: Corporation for Public Broadcasting.*

The newsletter of the Corporation for Public Broadcasting. Includes information on special events and performances presented on public television. Available from Corporation for Public Broadcasting, 1111 16th Street, N.W., Washington, D.C. 20036. FREE.

Filmmakers Newsletter. *Ward Hill, Massachusetts.*

A monthly newsletter/magazine with timely information of interest to filmmakers. Includes information on obtaining financial support for filmmakers, film festivals, techniques in filmmaking, and filmmakers workshops. Available from Filmmakers, P.O. Box 115, Ward Hill, Massachusetts 01830. Price: $9.00/year.

Mark, Charles Christopher, ed. **Arts Reporting Service.** *Silver Spring, Maryland.*

A newsletter to inform individuals and organizations interested in the arts about all aspects of "what's happening" in the field. Available from Arts Reporting Service, P.O. Box 1905, Silver Spring, Maryland 20902. Price: $35.00/year.

Mohawk Nation. **Akwesasne Notes.** *Buffalo, New York: Program in American Studies at SUNY.*

A newsletter published five times annually featuring information on the Indian nation and including information on how to obtain arts resources and other resources related to Native American culture. Available from Mohawk Nation, Rooseveltown, New York 13683. Price: Donation of your choice.

Rehabfilm. **Rehabfilm Newsletter.** *New York: Rehabilitation International U.S.A.*

A newsletter which features information on film and the disabled. Available from Rehabilitation International U.S.A., 20 West 40th Street, New York, New York 10018. FREE.

Special Arts Update. *Washington: Office of Congressman Fred Richmond.*

A newsletter featuring up to date information on legislation affecting the arts and current federal

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ONCE UPON A TIME

Once upon a time,
There was a boy or a girl
Who ran far away from home.
He or she had to run because
He or she got into a lot of fights.
He or she was nine or twelve or six years old.
He or she never laughed when anyone was looking.
He or she ate food out of garbage cans and shoplifted from grocery stores.
He or she never admitted that he or she was born.
He or she said that he or she just got here.
He or she said that he or she just got here.
People would pick him or her up
And he or she would sell pamphlets and books for them.
Once, he or she had to be a prostitute.
Once, he or she had to stick himself or herself with a needle.
Whenever he or she tried to go home,
His or her mother or father would beat him or her up,
Or his or her mother or father would not see him or her,
Or he or she would get locked out.
So the boy or girl became invisible,
And magical.
And he or she would turn into whatever kept him or her alive.
And nothing scared him or her.
Therefore this twelve or nine or six year old little boy or girl was never no longer a child.
He or she never admitted that he or she was born.
He or she said that he or she just got here.
He or she said that he or she just got here.
And he or she never laughed when anyone was looking,
And he or she never cried.
And this is not the end.
The End.
Aaaaah . . .

from RUNAWAYS, a play by
Elizabeth Swados

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support for the arts. Available from Congressman Fred Richmond, 1707 Longworth Building, Washington, D.C. 20515. FREE.

Women Artists News. *New York.*

A newsletter featuring information on women in the arts. Includes book reviews, interviews, information about exhibitions by women artists, and information about job possibilities. Available through Women Artists News, Box 3304, New York, New York 10017. Price: $6.00/year.

Films and Other Audiovisual Resources

Films and other audio-visual materials can be excellent educational resources Film classics can be shown to supplement a given topic of interest or to merely demonstrate particular techniques used by artist/filmmakers. Films and tapes can also provide supplementary information about a particular art discipline, artist, or culture. What's more, many films and audio-visuals can be purchased or rented for a very reasonable price. A select list of audio-visual resources follows.

Antioch Video
Antioch College
Yellow Springs, Ohio 45387
(513) 767-7331

Send Antioch Video a blank video tape, and they will copy the tape of your choice from their video tape library for a minimal fee. A free catalog of tapes available for copying is available upon request.

Association Films, Inc.
866 Third Avenue
New York, New York 10022

Association Films makes available for rent or for sale a wide variety of films including special films on the arts for young people. Rental fees vary but are quite reasonable. For further information and a catalog, contact them directly.

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

BFA is a distributor of a wide variety of films including an arts series featuring particular artists and their work, ethnic art, and films about arts methods (printmaking, silkscreening, making stained glass, ceramics, batik, etc.). A free catalog of available films may be obtained upon request.

Paramount Communications
16mm Educational Film Catalog
5451 Marathon Street
Hollywood, California 90038

Paramount distributes films for young people including films on fine arts techniques and language arts. A free catalog is available upon request.

Filmmaker Cooperative Catalog
175 Lexington Avenue
New York, New York 10016

The Filmmakers Cooperative is a film rental library open to any filmmaker wishing to place a film copy of his or her film for rental or distribution. Filmmakers receive 75% of all rentals collected in their behalf. Rental prices are set by the filmmakers. The Cooperative publishes a catalog as often as funds permit at no expense to the filmmaker. Annual copies of the catalog are provided free of charge, but donations of up to $2.00 are welcome.

Films Incorporated
733 Green Bay Road
Wilmette, Illinois 60091

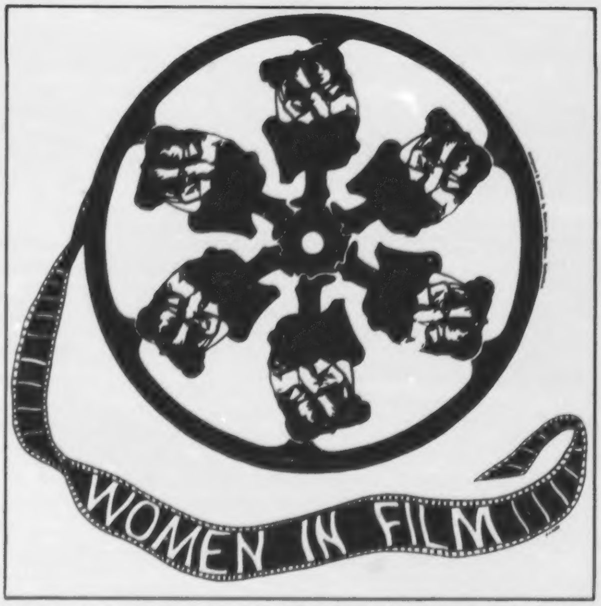
Films Incorporated distributes documentaries and short films for sale or for rent. They represent a select number of filmmakers and producers, and feature a wide range of topics including the arts and humanities. A free copy of their catalog is available upon request.

The Museum of Modern Art Department
of Film Circulating Programs
11 West 53rd Street
New York, New York 10019

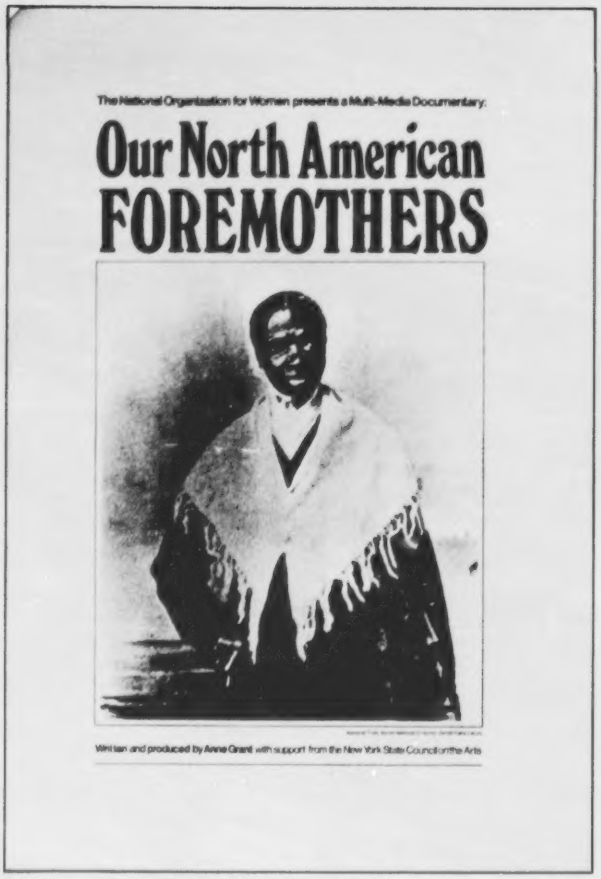
The Museum of Modern Art distributes film classics, documentaries, and current experimental films which are part of the museum's own collection. Films are available for rent at very reasonable prices. A free catalog is available upon request.

Pacifica Tape Library
5316 Venice Boulevard
Los Angeles, California 90019

Copies of audio tapes on reels and cassettes are available from Pacifica Tape Library for *purchase only* at very reasonable prices. They include programs on the arts and humanities and feature the work of well known artists and performers, writers, and humanists. A free catalog is available upon request.



Women in Film, a poster. Available from the Women's Graphics Collective.
Designed and printed by the Women's Graphics Collective


The National Organization for Women presents a Multi-Media Documentary:
Our North American FOREMOTHERS
Written and produced by Anne Grant with support from the New York State Council on the Arts

Sojourner Truth. Poster from Beahive Enterprises.
Sojourner Truth. Burton Historical Collection, Detroit Public Library

Prima Education Products
Irvington-on-Hudson, New York 10533

One product made available by Prima Education is a do-it-yourself film strip and slide kit. A free brochure and price list is available upon request.

Pyramid Films
Box 1048
Santa Monica, California 90406
(213) 828-7577

Pyramid Films distributes films by 150 independent filmmakers working in 15 countries. Films include many cultural and art related topics. Available for sale and for rent. Rental fees are quite reasonable. A free catalog is available upon request.

Wombat Productions, Inc.
Little Lake, Glendale Road
P.O. Box 70
Ossining, New York 10562

Wombat distributes films that focus on social issues and promote better understanding of the human condition. Films are available for sale or for rent. A free catalog is available upon request.

Zipporah Films
54 Lewis Wharf
Boston, Massachusetts 02110

Zipporah Films is the distributor of Frederick Wiseman's documentaries including Juvenile Court, Law and Order, High School, and others. A free catalog is available upon request.

University Film Rental Services

Film services affiliated with local colleges or universities often have copies of the same films made available by commercial distributors and government agencies. Frequently, they will make their films available to the public at extremely reasonable prices. And, if you are located close to a college or university film service, you may be able to obtain copies of their films in less time than it would take you if you were to place an order with a national distributor. What follows is a list of universities that we know distribute films. Contact each of them directly for a catalog and further information.

Arizona State University
Central Arizona Film Cooperative
Tempe, Arizona 85281
(602) 965-7564
Free catalog available

University of California
Extension Media Center
Berkeley, California 94720
(415) 642-0460
Free catalog available

Educational Media Services
Boise State University
1910 College Boulevard
Boise, Idaho 83725
(208) 385-3286
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Various subject area brochures are free; entire catalog is $5.00

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Krasker Memorial Film Library
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(617) 353-3272
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University of Michigan
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Ann Arbor, Michigan 48109
(313) 764-5360
Catalog price: $4.16

University of Minnesota
Audio Visual Library Service
Continuing Education and Extension
3300 University Avenue, S.E.
Minneapolis, Minnesota 55414
(612) 373-3810
Current catalog is free; there will probably be a fee for the catalog due out in early 1980

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Division of Continuing Studies
Instructional Media Center
Nebraska Hall, Room 420
Lincoln, Nebraska 68588
Attn: Booking Department
(402) 472-7211 (main number)
Free catalog available to schools

New York University
Film Library
26 Washington Place
New York, New York 10003
(212) 598-2251
Catalog price: $1.00

Syracuse University
Film Rental Center
1455 East Colvin Street
Syracuse, New York 13210
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Graphics

Shakespeare engraving by Martin Droeshout, 1623.
© The Folger Shakespeare Library, Washington, D.C. 1976

Graphics and art reproductions can be instructive, inspirational, or simply make for more pleasant surroundings. What follows is a list of distributors who make graphics available through the mail. Most of them have FREE catalogs featuring reproductions of the posters and prints they distribute.

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Abrams distributes poster-size reproductions of paintings and art work by famous artists. Prints are $7.50 each. A full color catalog featuring copies of all available prints is free upon request.

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Beahive Enterprises is a distributor of feminist posters and other items of interest. Posters feature notable American foremothers like Sojourner Truth and are available at very reasonable prices. For a free brochure describing their resources, write to them directly.

Canadian Native Prints Ltd.
775 Homer Street
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Canadian Native Prints distributes prints and reproductions of art work by Native North American artists. Prices vary from the very expensive to the very reasonable. The art work is of the highest quality.

The Folger Shakespeare Library Gift Catalogue
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The Folger Library offers a selection of items from the Shakespeare and Renaissance era. They include a set of reasonably priced posters featuring Queen Elizabeth I and Shakespeare himself. A free catalog is available upon request.

Get the Picture
1527 Q Street, N.W.
Washington, D.C. 20036

Get the Picture is an innovative offset press which will make five original surprise pieces of art work available for $10.00 a year. For further information, contact them directly.

Kokopelli Press
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Phoenix, Arizona 85067

Kokopelli Press distributes reproductions by American Indian artists in the Southwest. A free brochure is available upon request.

Museum of the American Indian
Heye Foundation
Broadway at 155th Street
New York, New York 10032

The Museum of the American Indian distributes photographs, books, and reproductions of American Indian paintings, Indian masks, and other items related to Native American culture. Copies of descriptive brochures are available upon request.

Pomegranate
P.O. Box 713
Corte Madera, California 94925

Pomegranate distributes a wide variety of posters including portraits of American Indians, portraits of noted Americans including Frederick Douglass, and posters with a message. The prices for all are very reasonable. A free catalog is available upon request.

Poster Originals Limited
924 Madison Avenue
New York, New York 10021

Poster Originals is a fine collection of American and European art posters in full color, including special signed editions. The prices vary from $5.00 to $250.00. A full color catalog is available for $5.00.

The Print Mint, Inc.
830 Folger Avenue
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The Print Mint distributes a wide variety of posters, books, T-shirts, and art reproductions at extremely reasonable prices. The Print Mint also distributes fine arts catalogs featuring additional reproductions of art work from Shorewood Publishers and the New York Graphic Society. A free catalog is available upon request.

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New Haven, Connecticut 06515

A small group of children, women, and men who "work with silkscreen as one way to convey our commitment to changing and building revolution." They distribute 100% cotton T-shirts most of which are hand designed and all of which are hand painted

Silkscreen by Self-Help Graphics and Art, Inc. funded by a Youth Projects grant from the National Endowment for the Humanities

with color inks. Their shirts are available for $4.00 each. A free descriptive brochure is available upon request.

Women's Graphics Collective
1226 West Grace Street
Chicago, Illinois 60613

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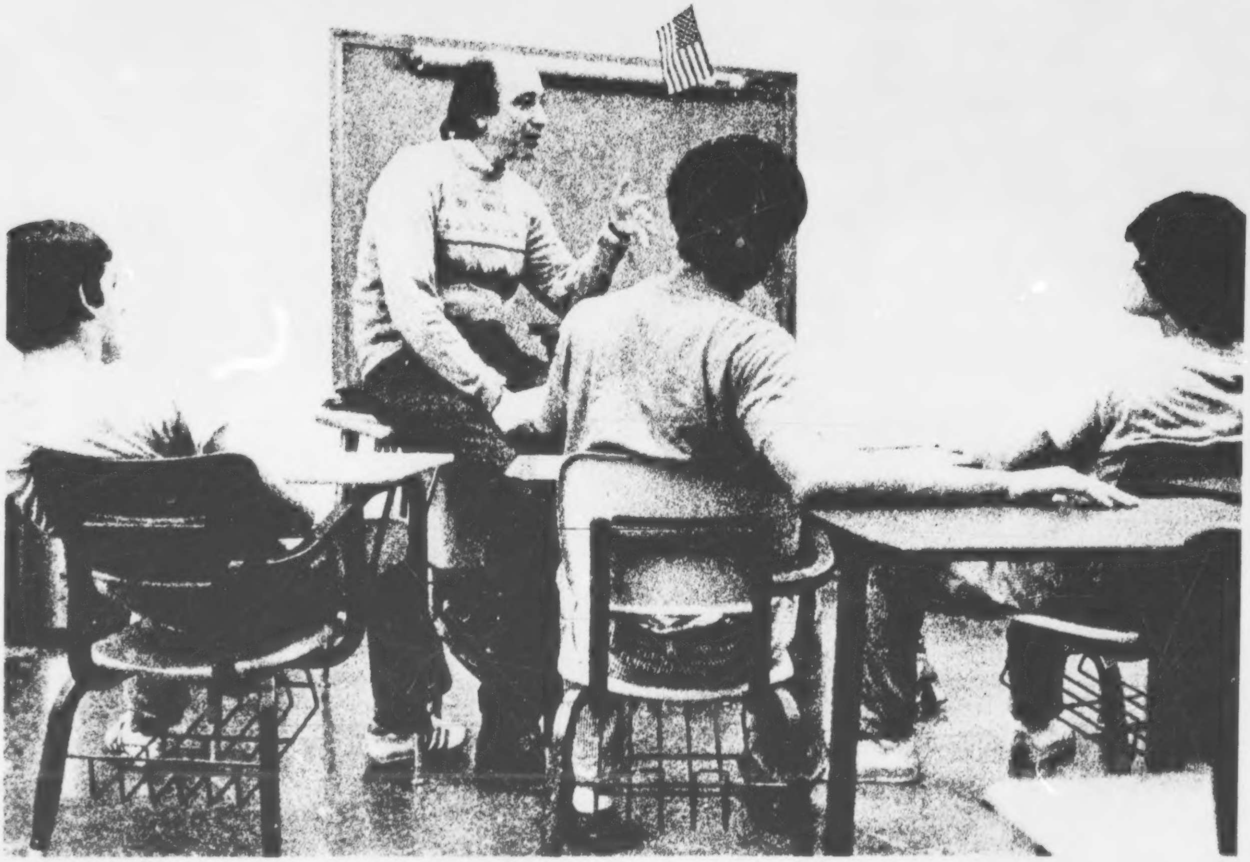
Appendix



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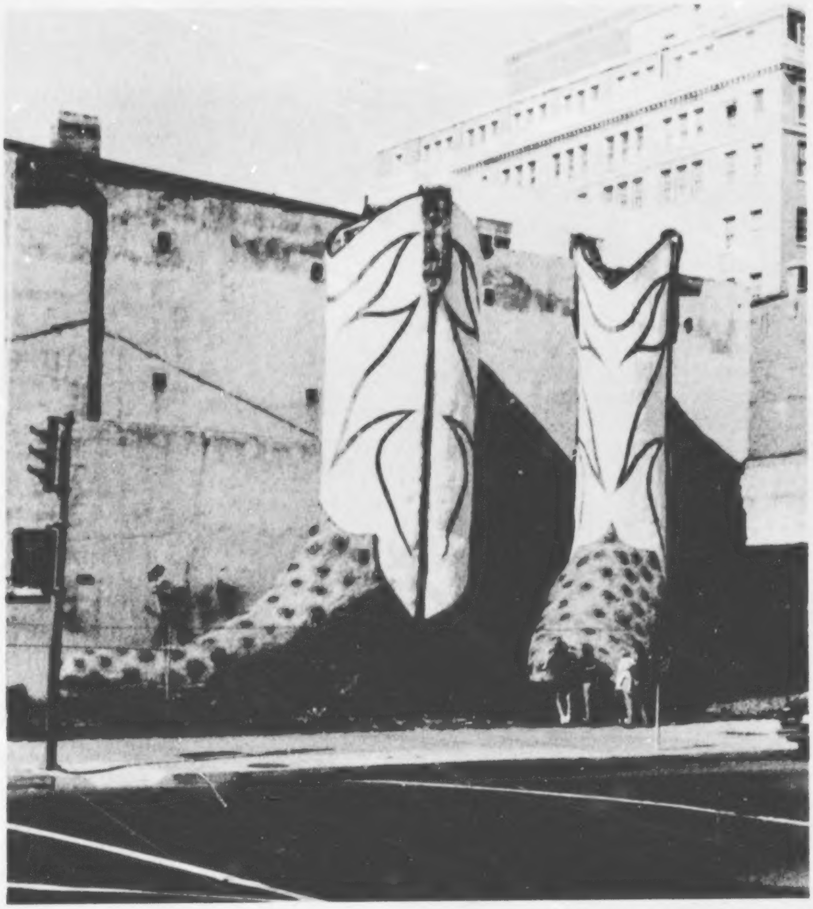

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The Harbor for Young Men and Women; Performing Arts Complex

Photograph by Tim Gleason

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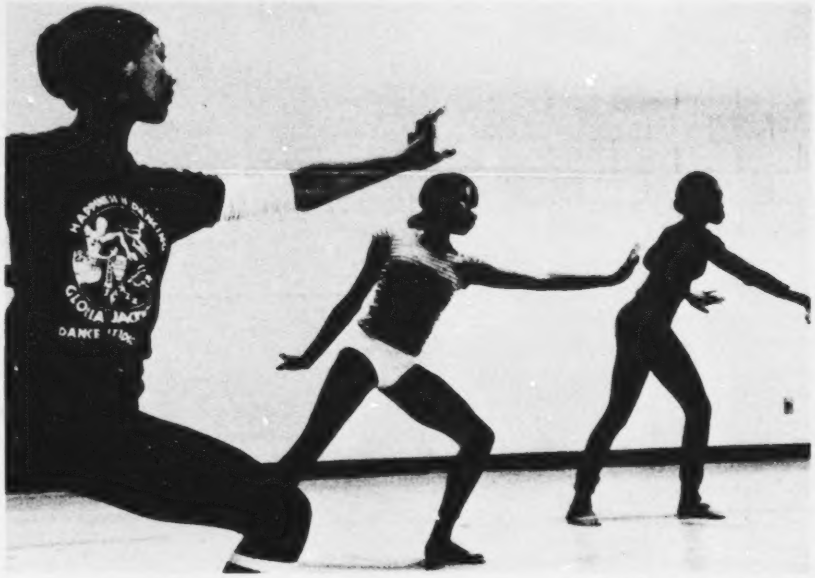

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Gatesville State School for Boys *Photograph by Ricardo Hernandez*

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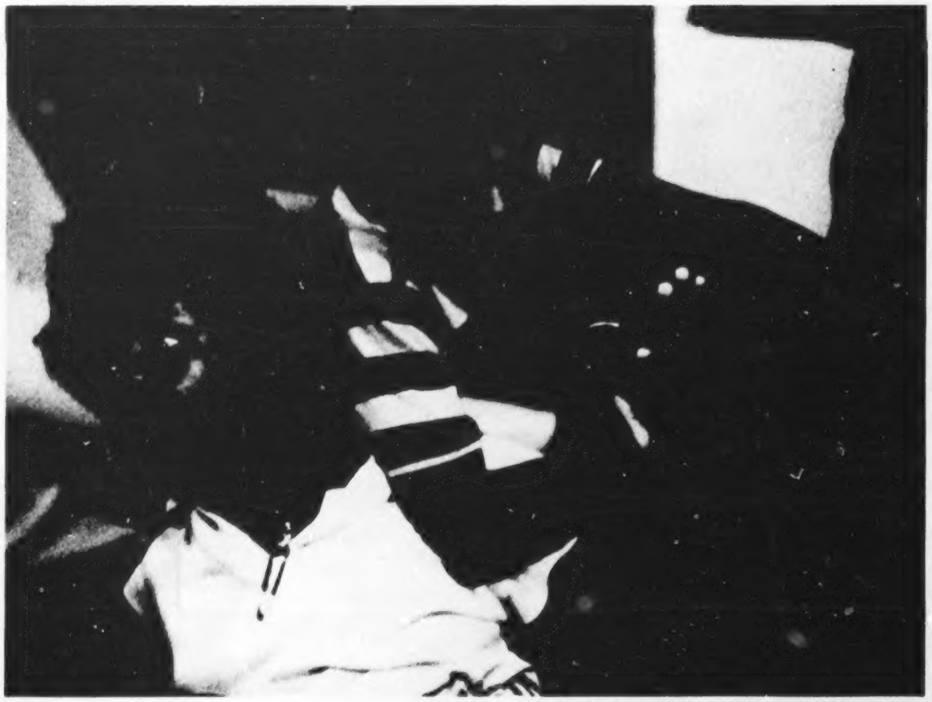

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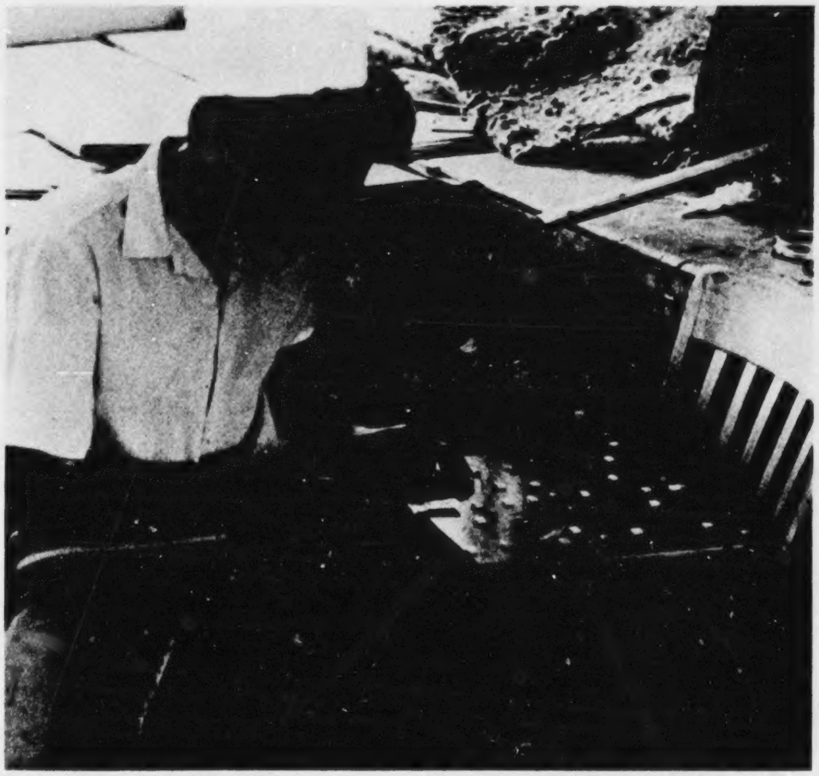

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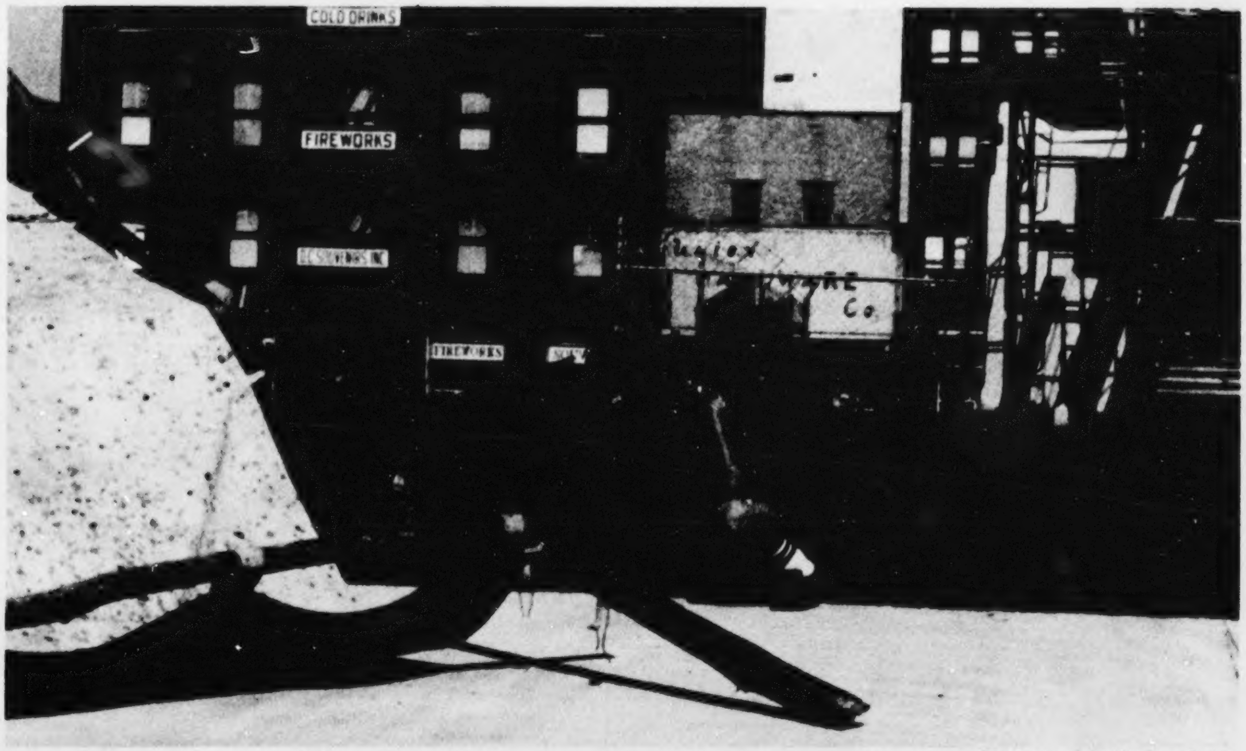

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The creative personality never remains fixed on the first world it discovers. It never resigns itself to anything. That is the deepest meaning of rebellion.

Anais Nin
